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CHILD DEVELOPMENT READERS

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SECOND GRADE MANUAL

By

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JULIA M. HARRIS

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THE CHILD DEVELOPMENT READERS

SECOND GRADE MANUAL

To Accompany
VISITS HERE AND THERE

BY
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U. S. DEPARTMENT
E. N. S.
PRIVATE PROPERTY



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THE CHILD DEVELOPMENT READERS

EDITED BY JULIA LETHELD HAHN

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A POINT OF VIEW REGARDING READING

The process of reading must be considered as having a threefold aspect, or as consisting of three main steps. In the first step the reader acquires a background of experiences upon which the meanings of language depend; in the second step, a brief one, he meets the printed symbols and words, recognizes them, and receives first impressions; in the third step, he uses his experiences to give more definite, more complete, and more satisfying meaning to the words. Thus the brief act of looking at words, recognizing them, and receiving first impressions, the step sometimes thought of as reading, is seen to be only one part of a larger and more vital process. Furthermore, every step in the process of reading is seen to be an act, or acts, of thinking based on the background of experiences. The more comprehensive, definite, and vivid the reader's experiences are, the more comprehensive, definite, and vivid are the meanings he can give to words which relate to those experiences, and the richer become his resulting emotional reactions.

J. B. Kerfoot aptly expressed this viewpoint when he said: "We read quite literally, with our experience. We read with what we have seen and heard and smelled and tasted and felt.... We *receive* in reading; but we receive, not directly by what the author tells us, but indirectly, by the new uses he stimulates our putting our experience to."

VI A POINT OF VIEW REGARDING READING

I. THE RESPONSIBILITY OF THE PRIMARY SCHOOL IN THE TEACHING OF READING

What are the implications of such a viewpoint for Primary Reading? First, that we shall try to help the child get the necessary background of broad and vivid experiences with which to interpret his reading. Second, that we shall try to encourage him to talk about his experiences and thus clarify and extend them. Third, that the selections given the child to read shall be within his comprehension and of vital interest to him, and shall contribute to a larger social adjustment. Fourth, that we shall encourage him to use his experiences freely in interpreting what he reads, to widen his experiences through further reading, and to engage in activities which may be stimulated by and result naturally from his reading.

Since our purpose is to help the child acquire a love for reading, and since we know that a love of good books develops gradually through many satisfying reading experiences, and that indifference to books results from a lack of genuine satisfaction from reading opportunities over a considerable period of time, the first, second, and third grades must accept the large responsibility of teaching the children to read in such a way that their reading is joyful, thoughtful, and satisfying at every step.

II. CONTRIBUTIONS OF THE CHILD DEVELOPMENT SERIES TO THE TEACHING OF READING

The Child Development Readers give particular attention to the following fundamental factors in the teaching of reading in the second grade.

1. *Reading Readiness.* It has often been assumed that the development and utilization of Reading Readiness ceases to be of great importance after the first year. This is a mistaken assumption, for the children must continually find joy and satisfaction in their reading.

It is as important in the second grade as in the first that the children have a background for adequate understanding and appreciation of the content.

The teaching plan for the second grade, therefore, includes Orientation Picture Cards to introduce each unit in the book, and continues the use of book illustrations vitally related to the content. Then by free discussion of these pictures, the children recall, clarify, and extend their experiences and language facility, thus becoming better able to understand, appreciate, and interpret the content.

The orientation cards do not pre-digest the content of the reader. They initiate the child into the experience, and leave his interest alive and ready to be extended and made more vivid through the book reading. (See page xiv.)

The content of the second reader, *Visits Here and There*, is also designed to stimulate, keep alive, and utilize the reading readiness in children.

2. *Broadening of the Reading Program.* The second reader provides a variety of informational material in various fields, particularly in the social studies and natural sciences. The reading material is "experience reading" — the vital on-moving experiences of book-children at home, at school, and in the community, rather than dull descriptive statements of fact. From the beginning the children are taken into the author's confidence, and they move along together through the adventures of the book-children.

3. *Progressive Classroom Procedure.* Another very important feature of this series is the natural and progressive teaching method which is inherent in the illustrations and in the stories themselves. The school experiences in which the book-children participate are developed according to high standards of progressive primary teaching. Note for example in *Visits Here and There* the making of an Indian tepee, pages 77 to 80; making paint to paint the tepee, page 88; the visit to the factory and the dairy, pages 101 to 110 and 114 to 119; the reading club, and other examples throughout the book.

4. *Mechanics Subordinated to Thought.* Mechanics are given sufficient consideration to insure mastery and growing independence of attack on new reading material, but the mechanics are not kept uppermost in the child's mind. It is recognized that his interest is in the content of the stories and his interpretation of them.

Word practice follows the first reading of the whole story and is varied according to the needs of different groups of children. Phonics is functional and inherent in the developing context. Practice in sound and form discrimination is given at the time it is needed and to the children who need it. (See page ix for further discussion of point of view and method in phonics.)

5. *Purposeful Self-directed Reading.* Ample provision is made for purposeful, self-directed reading activities through:

a. Practice exercises which follow the reading of the stories, using the vocabulary in new and interesting ways, stressing interpretation of thought rather than mere memory-testing material. (The use of the practice books is optional.)

b. Suggestions given in the manual for other types of silent reading seatwork that children may profitably carry on while the teacher is busy with another class.

6. *The Classroom Library.* Supplementary reading should be done in response to a felt need on the part of the child to extend and to enrich his knowledge in relation to definite interests that have been aroused.

The content of *Visits Here and There* offers a challenge to further investigation, and suggestions for adequate books to meet the needs and demands of the class for further reading are supplied at the end of each unit in the manual.

Excellent illustrations of the proper use of the classroom library are embodied in the content of the reader itself, and further suggestions are given in the manual and the practice book. See *Visits Here and There*, page 121, "Children Everywhere Drink Milk," also the fourth unit of the reader centering around the library corner.

III. FUNCTIONAL PHONICS IN THE PRIMARY READING PROGRAM

No doubt some of the differences of opinion regarding the use of phonics in the primary grades are due to different interpretations of the term itself and to misconceptions of what phonetic ability can do.

Teachers must understand that "getting" a word involves recognizing it by sight, acquiring the ability to pronounce it, and understanding its meaning. Phonetic ability can do only one thing directly, namely, to give assistance in pronouncing words.

We must remember, too, that of all the phonetic words

in our unphonetic language, only a limited number are in the oral vocabulary of the child. This fact has an important bearing on the use of phonetic ability, particularly in grades above the first.

If overemphasis is used here in applying phonetic power to words out of context or to words in context without directing the pupil's attention to the meaning, he is likely to get the erroneous impression that pronunciation is the prime requisite of reading. In later years his reading will then show the fatal habit of pronouncing new words and of feeling satisfied to know nothing more about them. It is for such reasons that phonetic work in the beginning grades should be confined to words as the pupil meets them in meaningful context.

Throughout this manual, therefore, emphasis is placed on functional phonics. Page by page suggestions are given which should lead the pupil to recognize that certain words he meets in his reading sound alike in some respect or part. By the end of the second year he should have acquired not only a feeling for sound but a knowledge of and ability to use effectively all of the most common phonetic elements.

A summary of the phonic elements taught in the first grade is found on page 197. On pages 198-202 is found a classified listing of the first and second-year words that lend themselves to phonetic study. The second-year words are listed in the order that they appear in the reader.

IV. POETRY IN THE SECOND GRADE

Poetry should be read aloud because its rhythm, its

rime, and its unusual word pictures are more vivid when read orally. A poem may be read again and again if it makes an appeal. It is like music we like to hear, a place we like to haunt, a friend we enjoy seeing again and again.

Poetry for children at this age should appeal to the imagination. It should have dramatic appeal. It should have strong elements of suspense and humor. Much of the content of the best poetry for this period of childhood comes from familiar experiences, the stories of animals, fairies, and from other make-believe experiences. The poems appearing in *Visits Here and There* were selected on the basis of their appeal to children of this age and their relationship to the theme of the unit.

Poetry should be read in thought units. The teacher should read the poem first.* The children then have an opportunity of hearing and appreciating the beauty of the poem. At all times children should be encouraged to ask questions, make spontaneous comments, and hold informal discussions. Then, they should read the poem together softly, the teacher helping with the pronunciation of a word when necessary, at no time stopping to drill. Individual children should be encouraged to volunteer to read.

When a poem has really been a vivid, delightful experience to a child, he may wish to memorize it. Through many joyful readings of a poem as a whole, this memorization may be accomplished without conscious effort.

* *Note.* All the poems should be read first by the teacher. Allow children to read aloud or memorize as they wish, but do not drill on words or phrases, since some of the new words appearing in the poems are of such a nature as not to lend themselves to repetition or to use in prose selections.

V. MAJOR OBJECTIVES OF CHILD DEVELOPMENT

<i>Attitudes</i>	<i>Skills</i>
Keen interest in illustrations in their relation to context.	Ability to use illustrations in helping to interpret context.
Vital interest in reading, and consciousness of oral reading as means of expression of meaning.	Ability to interpret what is read with increasing skill.
Satisfaction in acquiring new vocabulary and in recognizing and interpreting known vocabulary in new context.	Ability to find sentences, phrases, and words in context; and to recognize these words in new settings.
Appreciation of own ability to convey thought to others through oral reading, and appreciation of the pleasure given to others in this way.	Increasing ability to convey thought and to give pleasure by oral reading and increasing ability to catch thought given by others and enjoy it.
Appreciation of ability of self and others to show that silent reading has been thoughtful.	Ability to tell what has been read or to show in some other way that thought has been gained.
Desire to own books and to supplement school reading from home and library. Growing appreciation of the part reading plays in child's own life.	Growing ability to use varied reading materials, sensitivity to signs, labels, etc.
Appreciation of the value of over-coming lip movement.	Growing ability to read without lip movement.

READERS IN TERMS OF CHILDREN'S DEVELOPMENT

<i>Habits</i>	<i>Knowledges</i>
Habit of looking at illustrations for information that will help to interpret the text.	Understanding that pertinent information may be gained through the illustrations.
Habit of reading thoughtfully and appreciatively.	Realization that thoughtful reading and discussion brings greater interest and satisfaction. Widened informational background gained through reading and discussion.
Habit of looking for clues to recognition of new words and of identifying known words in new context.	Consciousness that the increased fund of meanings called to mind by words, phrases, and sentences, improves reading power. Increased fund of meanings associated with new words, phrases, and sentences.
Habit of constructive criticism of own oral reading and that of others.	Realization that increasing power in oral reading gives pleasure to others and to the reader himself. Knowledge of standards for oral reading: natural, well-modulated voice; clear enunciation; unaffected expression.
Habit of thoughtful silent reading.	Understanding that comprehension of what has been read may be indicated in many ways. Knowledge of desirable ways of checking comprehension.
Right habits in the care of books.	Realization that reading of many kinds of material brings pleasure and enhances the reader's experience. Growing taste in choice of reading material.
Habit of reading with decreasing amount of lip movement.	Understanding that lip movement can be overcome. Growing knowledge of ways of helping self overcome lip movement.

XIV A POINT OF VIEW REGARDING READING

<i>Attitudes</i>	<i>Skills</i>
Appreciation of the value of reading in thought elements by self and others.	Ability to recognize thought elements.
Appreciation of smooth, rhythmic reading by others and by self.	Growing ability to read with proper rhythmic sweep of eyes.
Growing appreciation of own consciousness of sound differences and similarities.	Growing ability to apply knowledge of sound and related symbol in pronunciation of new words.
Growing appreciation of well-modulated reading voice and of clear enunciation and pronunciation.	Ability to read material of growing complexity clearly and naturally.
Beginning of scientific attitude. Appreciation of verified information.	Growing ability to search for information and to propose and answer thought questions.

VI. ORIENTATION OR READING READINESS

The first step in preparation for the reading of any unit of material, regardless of how familiar, is to make certain that children have the proper experience background as well as language facility for understanding what is to be read. It is always advisable to devote some time to free discussion and interchange of experiences within the group. A series of Orientation Picture Cards is, therefore, provided to stimulate this discussion and to supplement the children's first-hand experiences.

Visits Here and There is divided into six parts, or units.

<i>Habits</i>	<i>Knowledges</i>
Growing habit of reading smoothly by thought elements.	Realization of advantages of reading in thought units. Growing knowledge of what constitutes a thought element.
Habit of getting a thought element with the least number of eye fixations.	Realization of the fact that more than one word may be seen with one eye fixation, or "at a glance." Knowledge of ways of helping self increase eye-span.
Growing habit of quick association of sound and symbol.	Realization of the value of association of sound and symbol. Growing knowledge of sounds and related symbols.
Habit of reading clearly and naturally, with increasing eye-voice span.	Realization of the value of clear, natural, oral reading. Knowledge of ways in which own oral reading is being made clearer and more natural; and in which eye-voice span can be increased.
Habit of questioning if thought is not clear and of giving reasons for judgments made.	Realization of the value of reading in the beginnings of research. Increased knowledge of research techniques on the child's level.

Prior to the introduction to each unit, some time should be devoted to the general theme of the unit in order to draw out the children's information on the subject, to clarify and extend their ideas, and to develop language facility in discussing the topic. In order not to pre-digest the content of the unit in the reader, the discussion should be largely based on the children's related experiences and on the picture cards provided for this purpose.

During this free discussion, the children should be encouraged to use the vocabulary and phraseology peculiar to the topic, thus increasing their stock of oral words and

ability to express themselves clearly. Several class periods may be devoted to this discussion.

VII. SUGGESTED METHOD FOR DEVELOPING A STORY

The following description of method for developing the stories in the second reader, *Visits Here and There*, assumes that the orientation into the unit has already been made as suggested. Although the method of developing the stories should vary to meet the needs of different groups of children in different situations, the following plan may profitably be used with practically all of the stories.

1. Introductory Reading of the Whole Story
 - A. Orientation to Story
 - B. Reading the Whole Story
2. Practice on Words and Phrases
3. Rereading and Using the Story for a Specific Purpose
4. Individual or Group Activities
 - A. Silent Reading Seatwork
 - B. Related Classroom Activities

Introductory Reading of the Whole Story

The first reading of the story should be a joyful experience. The introductory reading of the whole story should therefore move forward without delay under the leadership of the teacher, who introduces new words and phrases in such a way as to keep the thought uppermost in the child's mind all of the time. By keeping mechanical details subordinated in the first reading, the child may participate in the on-moving adventures of the book-children with understanding and enthusiasm.

The introductory reading period is not a drill period. New words and phrases are introduced only in order that children may move intelligently through the story with the book-children. If the context and the pictures, or a question, do not bring out the word, or the children are unable to figure it out quickly for themselves, the teacher either whispers it to one child or gives it aloud to the class, perhaps writing the new word or phrase on the blackboard and having the children find it in their books. It would not only be foolish, but it would also be harmful to ask children to read a part silently and orally if there were difficulties involved which would make the reading a painful and stumbling process. For this reason the teacher supplies the new words if necessary and leads the children skillfully over the difficulties which might otherwise interfere with the understanding of the story. She should not expect the children to master all of the new words at this first reading.

The introduction of the new words should be made by the teacher as she skillfully helps the children foresee the context, sentence by sentence, or paragraph by paragraph. Some teachers may find it easier to introduce the words on cards as they talk, others may wish to introduce them on the blackboard, still others may not care to use either, but may refer to the words directly in the book.

Practice on Words and Phrases

Practice on words and phrases will be necessary for some children before they can reread the story with the joy and satisfaction which comes as a result of being able to read it fluently. Some children may need little or no practice,

other children will need more. As much practice should be given as is necessary, but no more. Only the teacher can determine the amount of practice needed. Practice on words and phrases should therefore follow the first reading of the story, and often in the same class period. The children should be made conscious of their need for practice. They should understand that this practice is preparation for more independent reading.

Practice consists in the recognition of new words and phrases in different places in the story, the noting of similarities and differences in the form of certain words and phrases, and the hearing of certain sounds and locating their printed symbols in the words of the story.

In attacking the pronunciation of new words as they meet them in the context, the children should be expected to apply the phonic skill they have attained in the first grade through practice in hearing sounds and identifying their printed symbols. If the children do not have this skill, special practice should be provided on phonic elements taught in the first grade. (See page 197.) Attention may now be directed to phonic elements in words, thereby teaching the child to use all available aids to help him recognize in print those words whose meanings are already familiar to him in his spoken vocabulary. However, phonetic training is an individual or group matter, and the amount or type must be determined in the light of the individual or group needs. While some children may acquire adequate knowledge of sounds instantly, others probably may need definite phonic instruction. (See the teaching of phonics, pages ix-x.)

Rereading for a Specific Purpose

If the practice period has been effective, the rereading of the story for a specific purpose should be a relatively simple and independent process.

When a group is thoroughly aroused to the joys within a selection and is ready to undertake the reading with reasonable success, certain appropriate worthwhile purposes are set up and the children enter into the rereading with these in mind. Naturally these purposes will vary with the story material and the use to be made of it. Many stories lend themselves to dramatic reading in parts and to dramatization. See *Visits Here and There*, pages 20-22, "Here Comes the Ranger."

Successive readings of the story follow under the stimulation of new purposes and motives. The children enjoy a certain amount of rereading since they are aware of increasing power as they become more and more familiar with the contents of the story as well as with the symbols through which it is expressed. Rereading should never be imposed upon a child, or be an end in itself. The child should, however, be encouraged to engage in it as a direct response to a genuine purpose. The children read silently or orally as the situation requires. They may read for individual or class enjoyment, or for the entertainment of others outside the class. They may read to get more detailed information to further their own interests or classroom activities.

Individual and Group Activities

Individual and group activities are of two types. One is a silent reading type for the purpose of application and further practice of the skills developed in the reading period; the other, related activities, both mental and constructional, which may be engaged in as a result of the interests stimulated by the reading of the story.

A. *The silent reading seatwork* is provided in two ways: in *Reading and Doing*, a Practice Book containing carefully developed exercises using the vocabulary of the book; and suggestions for blackboard practice exercises where the Practice Book is not available. The latter may also supplement the exercises in the Practice Book.

B. *Related classroom activities* are suggested in the manual after each story. These are inspired by the content of the stories and furnish additional and meaningful ways of using and extending the ideas presented therein. The experiences of the book children will awaken many interests which may lead to many forms of expression in the classroom. These develop as a response to a felt need of the group as a whole and result many times in far-reaching, worth-while undertakings.

In this book suggestions for related activities indicate the types of activities that may be successfully undertaken. The needs and desires of each individual group should determine all activities undertaken in relation to the reading content. The material in the reader correlates closely with the social studies and science courses of study.

VIII. VOCABULARY

The total vocabulary in the second reader consists of 580 different words. Of these, 54 are proper names and 21 are exclamations which are phonetic, leaving 505 basic words.

As careful attention has been given in the first grade, and continues to be given in the second grade, to those word endings that occur most commonly in the variant forms of root words, variants of the same word are not counted as separate words in making up the list of basic words for *Visits Here and There*. The first appearance of any form of a word is considered as the introduction of the basic word and every later appearance of any common variant or root form is counted as a recurrence of the basic word. For example: *boiled* appears on page 90 while *boil* appears on page 91. The form *boiled* is listed as the new word, but both forms are counted as occurrences of the basic word *boil*.

The new words are introduced gradually, with an average of two new basic words per page. Every basic word appears two or more times in the text. All words used are either in the child's experience background or provision has been made for incorporating them before the child is introduced to the reading matter in which they appear.

Three hundred and eighty or roughly 90 per cent of the first-year words are repeated in *Visits Here and There*.

The total number of running words in the prose selections is 19,880.

IX. READING MATERIALS FOR THE SECOND YEAR

Visits Here and There, Second Reader. Complete volume.

Visits Here and There, Part One. (First half)

Visits Here and There, Part Two. (Second half)

Orientation Picture Cards, one set per class.

Reading and Doing, a practice book to accompany *Visits Here and There*.

Teacher's Manual.

X. PARTS ONE AND TWO OF *Visits Here and There*

The second reader, *Visits Here and There*, is also published in a two-volume edition; *Visits Here and There*, Part One; and *Visits Here and There*, Part Two. Each of these volumes has an introductory unit which is written in the first-year vocabulary containing only a few new words needed in order to introduce a new unit topic. These new words average less than one new word per page.

No detailed teaching plans are provided in the manual for these first units. The general method, however, for teaching a selection should be used as is outlined in Section VII, page xvi. (See also "Dick and Peggy Go Camping," pages 3-8.)

Under each story title in the manual, the corresponding pages for Parts One and Two are listed, so that the teaching procedure outlined for the complete edition may be easily followed.

UNIT ONE

THROUGH THE FOREST

ORIENTATION CARDS 1-4

INTRODUCING THE SECOND READER

Distribute the books and allow the children to browse through them quickly, examining and commenting on the pictures and the stories.

Turn to the Contents and center attention on the first unit. The discussion that follows will determine the orientation necessary for the fullest appreciation of the subject. Then turn to page 1.

WALKING IN THE WOODS, page 1

(PART ONE, PAGE 29) ¹

Discuss the picture, the title of the unit, and then the title of the poem. Read the poem as the children listen.

Discuss the word pictures and try to visualize the scene: trees with scarlet and brown leaves; sunny weather; squirrels darting, etc. Look at the picture on page 2. Compare with the word pictures in the poem.

Read the poem again.² Then allow the children who wish, to take turns reading it to the class. Further discussion of the forest will naturally follow.

Orientation to the Unit

Card No. 1. Note the closeness of the trees, their size and kind. It is a "*National Forest*," that means it be-

¹ The page references in parentheses are to Part One of the two-volume edition of *Visits Here and There*.

² The complete poem is on page 58 of the *Manual*.

2 VISITS HERE AND THERE — SECOND READER

longs to all of us. The trees are *protected* against fire and *careless* woodcutters; the animals are protected against the hunter. (Words in italics should become a part of the children's speaking vocabulary as well as all the words listed at the end of this section on page 3. As the words come up in the conversation, they may be written on the blackboard for emphasis.)

Card No. 2. This card shows an airplane view of a large *forest*. Note the lake, river, road, mountains, and lookout *tower*.

Card No. 3. This card shows the pleasurable uses of the forest. Note the forest *ranger* who looks after the forest. He is probably registering the car as it enters. Note the places for picnics; for children's play; for camping.

Card No. 4. This card shows how cutting and reforestation are carried on. Trees are cut for various purposes: lumber, logs, firewood. Picture 2 shows a properly cut forest and picture 3 a slashed forest. Picture 4 shows replanting. Impress children with the importance of proper care and cutting of forests.

Note: Several class periods may be devoted to this discussion. Children should be encouraged to collect pictures, books, and other things of interest for class exhibits.

Concepts to be Established

1. Forests are the homes of many animals.
2. Forests supply us with lumber for building houses, for making household furniture and other articles; with wood for making paper; with firewood, etc.
3. Forests provide beautiful places to camp, fish, and play.
4. Forests protect our soil; keep it from blowing away; hold the moisture.
5. Forests are protected by our State and National governments.

Vocabulary to be Established. Children should be encouraged to talk freely, using new words related to the topic. Insist on good sentence structure and logical organization of facts.

forest	map	fire	tower
trail	tents	smoke	landings
creek	signs	burn	ranger station
stream	glasses	careful	lunch station
trees	camp	careless	National
leaves	blankets	animals	woodchuck and
brush	food	protect	other animals
poles	store	spread	

DICK AND PEGGY GO CAMPING, pages 3-5

(PART ONE, PAGES 31-33)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

The discussion of the Orientation Picture Cards for the unit will have prepared the background for the understanding and appreciation of the stories in the first unit. As a brief approach to the first story, the children may first discuss the picture on page 2 and then the small picture at the top of page 3. The teacher may say, "What do you suppose Dick and Peggy and Mother and Daddy are talking about? Do they look as if they were interested in what Daddy is telling them?" Call attention to the title and let the children guess what the story will be about.

B. READING THE WHOLE STORY

Page 3. TEACHER: The first paragraph tells about a visit the family had planned to make. Can you find the

4 VISITS HERE AND THERE — SECOND READER

word *visit*? (Introducing *visit*.) Now read to yourself and find out where they were going to visit and what they had planned to do on the way. (Introducing *forest* and *tent*.)

Did you find out where the children were going to camp? (Children discuss freely.)

The rest of the page and 2 lines at the top of page 4 will tell you how Daddy and the children felt about going. You will need this word. (Writing *stood* on the black-board.) (Children read rest of page.)

Were they glad to go? How do you know? Would someone like to read that part out loud to the class?

Page 4. TEACHER: Daddy asked Dick to get something to help them find their way. Can you guess what it was? Read the part that tells that. (4 lines, introducing *map*.) Who will be Daddy and read that part to the class?

Dick ran to get the map, you see. Now read as many lines as you need to, to find out four things the map showed. What are the four things the map showed? (Introducing *fish*.)

Can you answer the question? (Discuss the map on page 5.)

Do you think the children were anxious to go? What three words tell you? (Introducing *could hardly wait*.) Read the rest of the story and find out what happened before they went to bed. (Introducing *kissed* and *good-night*.) Who would like to read this part out loud?

Practice, pages 3-5.

The children should be made conscious of the need for further practice. Some children will not encounter many

difficulties with the new words below, and will not need the practice. If they have encountered certain difficulties, it may be well to say to them, "There are some words in the story that some of you had to be told, let's go back and look at them carefully and study them so that the next time you see these words, you will know them. We have more fun reading when we know all the words."

The children find the words in their own books as the teacher asks the questions. She should be sure to note that each child finds the word called for. If the class is too large, the teacher may write the words on the blackboard first. The children must make the immediate transfer by finding the phrase or word, or parts of the word in the book.

Page 3. New Words: camping visit stood forest tent (Peggy)
(Dick) (Grandmother)

Children find in the book and tell:

1. The title of the story; the long word in the title that has a small word in it, *camp* in *camping*. 2. A word that means "to go to see someone." (*visit*) How many times it is found on page 3. (Find *is* and *it* in *visit*.) 3. The word that means the same as woods. (*forest*) 4. The part that tells where they will sleep. (*in a tent*) (Find *ten* in *tent*.) 5. A word that means the opposite of sat. (*stood*) 6. The part that tells the time of day. (*in the morning*) 7. How many people are named on page 3.

Page 4. New Words: map fish kissed

Children find in the book and tell:

1. In what two ways the children show they are happy. (*jumped up and down, clapped their hands*) 2. How many times *map* is on page 4. 3. The words that tell what the map showed.

(The teacher writes them on the blackboard and the children draw a line under each of these words: *forest, camp, tents, fish.*)

roads through the forest
 good places to camp
 houses for people who did not like tents
 places to fish

4. What else you would like the map to show. 5. One word that tells what time of day it was when the story ended. (*bedtime*)

Other Practice

It may be advisable to recall phonetic elements taught in the first grade and compare new words with similar known words, as follows:

Note the *st* in *stood, stand, station, stay, steam, steps, sticks, stop, store, story.*

Compare: *fish — wish; kissed — missed; clap — map.*

THE HEAR AND SEE GAME

The teacher may use such a group of similar words on the blackboard to play the game "Hear and See." The teacher pronounces a word distinctly, the child hears it and then he says it. The children will enjoy pointing out the words in the list on the blackboard. Soon corresponding likenesses and differences in the pronunciation and spelling of words become apparent. The pupil begins to associate certain sounds with certain symbols. This practice gradually tends to build up a consciousness in the pupil's mind of the sounds of the elements themselves, thus establishing a real aid to pronunciation.

Rereading for a Specific Purpose

After having mastered all of the difficulties in the story, children will get enjoyment and satisfaction out of rereading the story, sometimes to themselves but more particularly to the class to demonstrate to themselves and to other members of the class their facility or their accomplishment. Since this story does not lend itself particularly well to dramatization, the children may be asked to read all of it again for the following purposes:

1. To read certain parts to the class that show how Dick and Peggy felt about the trip.
2. To verify information, as for example, what the map showed.
3. To read information between the lines, as for example, in answers to these questions: "Did Grandmother live very far away?" What makes you think so?

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 1-2.

Blackboard Exercise. Choosing Words to Fill Blanks in a Sentence.

Write the list of words and the sentences below on the blackboard. The children are asked to write the numbers 1-8 down the page on a piece of paper. After each number write the word that will complete the sentence.

fish fun map happy eat sleep forest visit

1. Dick and Peggy are very
2. It is to go camping.
3. It is fun to in a tent.

4. Dick and Peggy had for breakfast.
5. The children were going to Grandmother.
6. A is a big wood.
7. Do you fish?
8. The showed roads and places to camp.

B. RELATED CLASSROOM ACTIVITIES

1. Begin a collection of forest pictures. Collect pictures of forests, camp life, camping outfits, articles to take camping.
2. If available, read other poems and stories having a forest atmosphere.
3. If possible set up a tent outdoors and encourage play activities connected with outdoor living.

OFF TO THE BIG FOREST, pages 6-9

(PART ONE, PAGES 34-37)

Introductory Reading of the Whole Story

Read the title and discuss getting ready for a camping trip.

Page 6. Read silently to find out, and read aloud or tell:

1. What was happening very early in the morning. (First paragraph, introducing *sun*.)
2. Who called Dick and Peggy. (2 lines, introducing *wake*.)
3. What Dick and Peggy did. (3 lines.)
4. What the children found ready for them. (The next paragraph, introducing *suit*.)
5. All the things the children found ready when they came downstairs. (4 lines, introducing *breakfast*.)
6. How Dick and Peggy showed they were happy. (The rest of the page.)

Page 7. Read silently to find out, and read aloud or tell:

1. Something else Dick did to show that he was glad. (First sentence, introducing *shouted hurrah*.)
2. What Mother called. (Discuss the pictures.)

Page 8. Read silently to find out, and read aloud or tell:

1. Where Dick and Peggy went when breakfast was over. (5 lines, introducing *while*.) 2. All about how the car was packed. (5 lines, introducing *fastened* and *front*.) 3. The question Dick asked. 4. How Daddy answered Dick's question. 5. The conversation. (The rest of the page, introducing *really*.) (Discussion of picture, page 9, follows.)

Practice, pages 6-9.

Page 6. New Words: sun wake suit breakfast

Children find in the book and tell:

1. Two sentences about the day. 2. A word that sounds like fun. (*sun*) The part that sounds the same in both words. (*un*) 3. What Daddy said when he called. (*wake up*) A word that sounds like take. (*wake*) The part that looks and sounds the same in both words. (*ake*) 4. A group of words that helps us guess what Mother had been doing. (*breakfast is ready*)

Page 7. New Words: shouted Hurrah

Children find in the book and tell:

1. A group of words that tells what Mother wanted all the family to do. (*come to breakfast*) 2. A word that means, "called out loud." (*shouted*) A little word in *shouted*. (*out*) 3. Another noisy word. (*Hurrah*)

Page 8. New Words: while fastened front really

Children find in the book and tell:

1. A phrase that means, "very soon." (*in a little while*) 2. A word that means, "something was put on tightly." (*fastened*) 3. A phrase that means the opposite of, "on the back." (*on the front*) 4. *back of the car* two times on the page. 5. *really* two times. 6. Three sentences that tell that Dick and Peggy were happy over the plans.

Other Practice¹

Note the *ake* in *make, take, wake*. Children may suggest other *ake* words from their oral vocabularies. Example: *cake, bake, shake, lake, rake*.

Call attention to the vowels, a, e, i, o, u. Have children find two vowels in *wake*. Present a list of similar words: *take, make, shake, lake, bake, rake*. From this list of similar words develop the concept, "for one syllable words ending in 'e' the 'e' is silent and the other vowel is long."

Compare *fun — sun*. Add to the list from speaking vocabularies — *run, gun*.

WHO CAN GUESS THE WORD?

The teacher may write a list of similar words¹ on the board. To play the game she may start by saying, "I am thinking of a word that looks like *make*, but it is not *make*." A child guesses *wake* and points out the word. If he is right, he starts the game again with another word. If he is not right, another child guesses. Continue in the same way until all the words are guessed.

Rereading for a Specific Purpose

The children may be asked to read this story again to select the best word pictures. For example, the first two lines, page 6, describing the kind of day: sun shining, birds singing; or five lines, page 8, describing the car after it was packed.

The children may choose appropriate names such as,

¹ See page 197 for a summary of phonetic elements taught in the first grade.

The Car is Packed, for their word pictures, and read the parts selected out loud to the class.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 3.

Blackboard Exercises: Word Association and Classification. This is an exercise to give practice in making wise choices. The teacher writes on the board and numbers a list of articles that might be taken on a camping trip.

Children write on a piece of paper the five articles they would be sure to take on such a trip.

THINGS TO TAKE

- | | | | |
|----------------------|----------|----------|------------|
| 1. bedding | 4. money | 7. brush | 10. sticks |
| 2. suits and dresses | 5. ice | 8. map | 11. books |
| 3. newspaper | 6. tent | 9. lunch | 12. table |

Children will enjoy telling what they have chosen to take along, and defending their choices of articles.

B. RELATED CLASSROOM ACTIVITIES

1. Continue collection and grouping of forest and camping pictures. These may be carefully mounted for an exhibit at the completion of the unit.

2. Continue interest in outdoor living.

3. Draw a serial picture to tell about some trip you have had. Put your picture on the bulletin board and see if the other children can guess where you went and how you went.

Note: A serial picture is one having several parts or scenes. Children may draw such a picture to tell about some trip they have had. Pictures may be put on the bulletin board for the other children to guess the stories.

DICK READS THE SIGNS, pages 10-13

(PART ONE, PAGES 38-41)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

Center attention on the little sign fastened to a tree. Encourage discussion as to the uses of signs; purposes of signs; possible purposes of signs in a forest.

B. READING THE WHOLE STORY

Page 10. Read silently to find out, and read aloud or tell:

1. What Dick wanted to do. (First paragraph.)
2. Why Daddy would not stop. (Second paragraph, introducing *drive*.)
3. The rest of the page about the sign.
4. What kind of forest it was. (Reviewing *National*.)
5. Three things the sign asks us to do. (Introducing *fires*, *protect*, *animals*.)

Page 11. Read silently to find out, and read aloud or tell:

1. Something nice Daddy said about Dick. (2 lines.)
2. What Peggy saw by the side of the road. (2 lines, introducing *just*, *sat*.) (Expect children to pronounce *sat* and *just* from the known words *at* and *us*.) The conversation they had about it. (5 lines.)
3. Why Daddy didn't see the animal. (2 lines, introducing *whistle* and *hole*.)
4. How Daddy knew what to call the animal. (Last paragraph, introducing *woodchucks*.)

Why do you think the children were excited about the little animal? Who knows something else about a woodchuck?

Page 12. Read silently to find out, and read aloud or tell:

1. What the part above the sign says.
2. What the sign says:
 - a. How to behave in a forest. (Introducing *careful*.)
 - b. Where to make the fire. (Introducing *spread*.)

- c. What to do first.
- d. A safe place for a fire.
- e. What to do with the fire when you leave.
- f. A good way to put out a fire. (Introducing, *cover*, *dirt*.)
- g. Someone to see in the forest. (Introducing *ranger*.)

Children discuss the sign freely, and then read the rest of the page. What does Daddy say a ranger is?

Discussion of picture on page 13, follows. Why should Daddy talk to the ranger before he finds a place to camp?

Page 13. Read silently to find out, and read aloud or tell:

1. How Daddy and Mr. Jones introduced themselves. (2 paragraphs, introducing *Jack Ford*, *Mr. Jones*, *hill*, *tower*.) How Mr. Jones helped Daddy.
2. How Daddy showed he was polite. (The rest of the page, introducing *drove*.)

Practice, pages 10-13.

Page 10. New Words: keep drive fires protect animals (National)

Children find in the book and tell:

1. The title of the story.
2. Something Daddy said they would not do in the forest. (*drive fast*) Find *drive* two times.
3. Find a word that tells what kind of forest it was. (*National*)
4. Something that should never be left in a forest. (*fires*)
5. Something all campers should wish to do. (*Protect the animals*, *protect the trees*.)

Page 11. New Words: just sat whistle hole woodchuck

Children find in the book and tell:

1. Two words that tell "when." (*just then*) A little word in *just*. (*us*)
2. A phrase that tells what the animal did. (*sat up*) Where? (*by the side of the road*)
3. Who saw it first? (*Peggy*)
4. A noise the animal made. (*a queer whistle*) Find

whistle again on the page. What part of *whistle* sounds like little? (*tle*) 5. A phrase that tells where the animal ran. (*into its hole*) 6. The name of the animal twice on the page.

Page 12. New Words: careful spread cover dirt ranger

Children find in the book and tell:

1. Something Mother saw. (*another sign*) 2. A phrase that tells "where." (*in front*) 3. Something Mother asked Dick to do. 4. A word that means the opposite of careless. (*careful*) A little word in careful. (*care*) 5. A good place for a camp fire. (*where it will not spread*) The part of *spread* that sounds like *spring*. (*spr*) 6. Something to do before making a fire. (*Make a hole*) 7. Where to make the fire. (*in the hole*) 8. Something to do before you go. (*Put out your fire*) 9. One way to put out a fire. (*Cover it with dirt*) 10. What we call the man who looks after the forest. (*the ranger*)

Encourage children to read signs and to tell about the signs they have read. Suggest that they watch to see how signs help. On a large piece of paper, make a sign that the children may need in the classroom.

Page 13. New Words: tower hill drove (Jack Ford Mr. Jones)

Children find in the book and tell:

1. How many people are named on page 13. 2. Daddy's name. (*Jack Ford*) 3. The ranger's name. (*Mr. Jones*) 4. Something Daddy was looking for. (*a good place to camp*) Find a good place again on the page. 5. Find two phrases that tell where Mr. Jones stays. (*at the tower, on the hill*) 6. What Daddy did when he left Mr. Jones. (*drove on up the road*)

Other Practice

1. Note the *wh* in:

what	when	whoa	which	while
wheels	where	why	white	whistle

2. Compare *drive* — *drove*. Call attention to difference in meaning. Note the long vowel sounds.

3. See and say the following pairs of words. Point out the one *unlike* element in each pair. Note that it is the *unlike* element in each case that changes the sound of the word.

it	in	chick	map	as	did	has	got
at	an	chuck	mop	is	Dad	his	get

Rereading for a Specific Purpose

This is a very good story to read aloud, different children reading the conversation of the several characters, and others reading the descriptive parts. Children will enjoy arranging the setting to represent the scene in the forest. A natural setting should promote conversational tones and reading in thought wholes.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 4.

Blackboard Exercise: To Promote Attention to Details. From a list of phrases, choose those that apply to the story.

Write on the board, mixing the two sets of phrases. Number the list of phrases. Some apply to the story. Some do not. The children write the same numbers on a piece of paper and draw a box by each number. In the box they are to put + if the phrase is appropriate to the story and - if it is not appropriate. If children write or print, they may be asked to write the phrases that apply to the story.

PHRASES THAT APPLY

1. by a sign
2. in the forest
3. to stop the car
4. to read a sign
5. to see an animal
6. to hear a whistle
7. with the campers
8. in front of a sign
9. to take care of a forest
10. to find a good place

PHRASES THAT DO NOT APPLY

1. on the train
2. on the bus
3. at the station
4. by the pony
5. to the store
6. in a hurry
7. at school
8. in the morning
9. at home
10. at supper

B. RELATED CLASSROOM ACTIVITIES

Make signs that might be seen in a forest. Some signs may be about the care of fire. Others may be about the protection of animals. Still others may be simple road signs such as *Drive Slowly, To The Camp*. Children should discuss the signs, selecting the best to be saved for the exhibit at the end of the unit.

THE CAMP, pages 14-26

(PART ONE, PAGES 42-54)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture on page 14. Emphasize fun of camping in such a place. Call attention to the length of this story, and lead children to discover that the big story is made up of a number of separate parts. Children read the subtitles and try to surmise the contents.

1. EVERYBODY HELPS, pages 14-16

(PART ONE, PAGES 42-44)

B. READING THE WHOLE STORY

Page 14. Read silently to find out, and read aloud or tell:

1. What mother said about the place. (The part under the

picture.) 2. Why Dick and Peggy were in a hurry to get out of the car. (Introducing *sitting still*.)

Children discuss the picture. Would this be a good place to camp? Why do you think so?

Page 15. Read silently to find out, and read aloud or tell:

1. What Dick wanted to do first, and what Peggy said. (3 lines, introducing *cried*.) 2. What Daddy wanted Dick to do. (2 paragraphs) How Dick could help Daddy. 3. How Peggy could help. (2 paragraphs, introducing *start*, *dry*, and *burn*.) 4. What Daddy was doing all this time. (2 lines.) 5. What Dick was doing all this time. (1 line.) 6. Who else Dick helped. (The rest of the page.)

Discuss the scene, everybody helping to unpack and get ready for the night. Were the children having a good time?

Page 16. Read silently to find out, and read aloud or tell:

1. How Dick helped Mother. (1st paragraph, introducing *top*.) 2. What Dick saw in the box. (2nd paragraph, introducing *disappointed*, *frying-pan*, and *cups*.) Why was Dick disappointed? 3. What made Dick happy again. (The rest of the page, introducing *rolls*.)

Discuss the picture and the fun of eating in the woods. Which box is in the picture, the first one opened or the last? How can you tell?

Practice, pages 14-16.

Page 14. New Words: sitting still

Children find in the book and tell:

1. Something that made the children tired. (*sitting still*) Find a little word in *sitting*. (*sit*) 2. Can you think of a word that sounds like *still*? (*will*)

Page 15. New Words: cried start dry burn dug

Children find in the book and tell:

1. What Dick was going to look for. (*a woodchuck's hole*)
2. A little word in woodchuck. (*wood*)
3. A word that means the opposite of *play*. (*work*)
4. A group of words that tells why Daddy wanted the sticks. (*to start the fire*)
5. A word that means the opposite of *wet*. (*dry*)
6. A group of words that tells what dry sticks will do. (*burn fast*)
7. Why Dick could help mother now. (*the hole was dug*)
8. A polite word. (*please*)

Page 16. New Words: top disappointed frying-pan cups rolls

Children find in the book and tell:

1. Something that covered the box. (*the top*)
2. A word that tells how Dick looked. (*disappointed*)
3. Things to cook with. (*frying-pan, cups*) Find two words in *frying-pan*; find a little word in *cups*. (*up*)
4. A word that means looking. (*watching*)
5. What Dick said to show he was glad. (*Oh! he cried*)
6. A kind of bread. (*rolls*)

Other Practice

1. Note the *ick* in *Dick, chickens, sticks, ticket*.
2. Note the *ly* in *hardly, carefully, early, really, Billy*.
3. Compare *ir, er, ur*. Pronounce words from the different lists, and note similarity in sound.

bird	her	burn
first	perhaps	hurry
girls	were	turkey

Children may suggest other words having the same sound and try to determine in which list they should be placed.

Rereading for a Specific Purpose

Read the story again to find out how each person helped.

Read aloud the parts that tell just what each one did to help. Were the children glad to help?

Individual and Group Activities

A. SILENT READING SEATWORK

Blackboard Exercise: To Test Concepts Gained.

This Yes-No exercise is based on incidental information gained from reading the story.

YES — NO STATEMENTS

1. A very long ride in a car makes people tired. (Yes)
2. People like to visit the forests. (Yes)
3. There is no work in a camp for boys and girls. (No)
4. There is work for everybody in a camp. (Yes)
5. A good camper does his share of the work. (Yes)
6. You do not need to take food with you to the forest. (No)

B. RELATED CLASSROOM ACTIVITIES

Continue activity suggested in previous lesson.

2. PEGGY LIGHTS THE FIRE, pages 17-18

(PART ONE, PAGES 45-46)

B. READING THE WHOLE STORY

Page 17. Read silently to find out, and read aloud or tell:

1. The conversation between Daddy and Peggy. (6 lines introducing *match*.) Who can make a fire with one match.
2. What Daddy did to help Peggy with the fire. 3. What Daddy asked Peggy. (The last paragraph.)

Page 18. Read silently to find out, and read aloud or tell:

1. How Peggy and Dick tried to answer Daddy's questions. What Peggy knew she must have. 2. What Daddy said you must

do to make a fire burn. (4 lines above the picture, introducing *lay*.) 3. How Peggy proved she was a good camper. (Introducing *held*.)

Discuss making a fire. Who can tell why a fire must have air?

Practice, pages 17-18.

Page 17. New Word: match

Children find in the book and tell:

1. A group of words that tells how Peggy was to light the fire. (*with one match*) Find a little word in *match*. (*at*) Compare *match* with *catch*. 2. Find a word that means the opposite of carelessly. (*carefully*) Find a little word in the big word. (*care*) 3. Something to burn. (*sticks*) Think of a word that sounds like *stick*, *Dick*. Find the parts that look and sound alike. (*ick*) 4. A word that tells what fire will do. (*burn*)

Page 18. New Words: lay held

Children find in the book and tell:

1. Something Daddy showed the children. (*how to lay the sticks*) 2. Two things a fire must have. (*dry wood, air*) 3. Two things Peggy did with the match. (*lighted the match, held it under the paper*) 4. Find a group of words that tells what happened. (*paper began to burn*) 5. Find *began to burn* another time on the page.

Other Practice

Note *ay* in *lay, may, day, say, way*.

Pronounce words distinctly. Observe the change in the word through change in the beginning consonant. Extend list from oral vocabularies. Build other words. Example: *stay, play, gay, pay, tray, hay*.

Rereading for a Specific Purpose

1. To associate descriptive parts with mental images, and to make images concrete through drawing, children may be asked to read the story again to pick out the parts that tell about something they could draw.
2. To prove that the title of this story is a good one.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 5.

Blackboard Exercise: To increase consciousness of silent vowels, the teacher may write on the board one-syllable words containing two vowels. Include in the list only words in which the two vowels are side by side. Children cross out in each word the letter that does not sound.

cried	each	please	steam	train
clean	paint	read	tail	wait
coal	people	road	teacher	whoa

B. RELATED CLASSROOM ACTIVITIES

1. Continue activities previously suggested.
2. Show through experiment that air is necessary for fire to burn. Drop a lighted match into a bottle and cover the bottle. Note how quickly the match will go out. Why did it burn for a little while?

3. NEEDLES FOR BEDS, page 19 (PART ONE, PAGE 47)

Introductory Reading of the Whole Story

Talk about the title and arouse curiosity as to what kind of needles could be used for beds. Bring out in the con-

versation the different kinds of needles familiar to children. Are any of these suitable for beds? Could any of these be found in a forest?

Page 19. Read silently to find out, and read aloud or tell:

1. How the family worked to get ready for the night. (5 lines, introducing *supper*.) 2. The kind of needles Daddy suggested for the beds. (2 lines, introducing *pine*.) 3. What Dick thought of Daddy's idea. (2 lines, introducing *joke*.) 4. What Dick thought of the beds after they were made.

Practice, page 19.

Page 19. *New Words:* joke needles pine supper

Children find in the book and tell:

1. What Mother and Peggy were doing. (*getting supper ready*) 2. What Dick and Daddy were going to do. (*make the beds*) 3. What they did before putting up the tent. (*found a good place*) 4. How we know how long it took to put up the tent. (*in a little while*) 5. What kind of needles are used for beds. (*pine needles*) 6. What Dick thought of needles for beds. (*a good joke*)

Other Practice

Note the two *d*'s in *Daddy*; two *t*'s in *getting*; two *p*'s in *supper*; two *ee*'s in *needles*. In each case there is only one sound. Review initial consonants.

Rereading for a Specific Purpose

Since this is a very short story, children may be asked to read it silently, then try to read the entire story aloud without a mistake.

Why do you think this was a happy family?

4. HERE COMES THE RANGER, pages 20-22

(PART ONE, PAGES 48-50)

B. READING THE WHOLE STORY

Page 20. Read silently to find out, and read aloud or tell:

1. Why Mr. Jones came by again, and all that he and Daddy talked about. (Introducing *pretty creek*.) 2. What Daddy said that showed he was glad to see Mr. Jones. 3. Why Mr. Jones had to hurry on. (Introducing *before*.) 4. How we know Dick had been listening.

Page 21. Discuss the picture. Did the children enjoy the supper? (Read the paragraph to answer question, introducing *left*.)

Page 22. Read silently to find out, and read aloud or tell:

1. What mother did after supper. (Introducing *blanket*.)
2. How the children made themselves comfortable and what they asked for.

Practice, pages 20-22.

Page 20. *New Words:* creek before

Children find in the book and tell:

1. A group of words that means the opposite of "walked by." (*rode by*) Find *rode* on the page again. 2. Find *place* twice. 3. The name of a place where fish live. (*creek*) 4. Something in the creek. (*good fish*) 5. A phrase that tells "when." (*before night*) 6. Another phrase that tells "when." (*in time*)

Page 21. *New Word:* left

Children find in the book and tell:

1. A group of words that proves this family was hungry. (*nothing was left*) 2. Find *through eating*; find *eat* in *eating*.

Page 22. New Word: blanket

Children find in the book and tell:

1. Something mother did after supper. (*spread a blanket*)
2. Two words that tell what Dick and Peggy did. (*lay down*)
3. A phrase that tells where mother spread the blanket. (*in the fire-light*)
4. A polite word. (*please*)

Other Practice

1. Note the *oo*'s as in *too*. Compare with *oo*'s in *good*. Who can guess the word? Play the game: "I am thinking of a word with *oo* as in *roof*. What is it?"

stood	roof	school	woods
foot	room	took	wool
look	soon	tools	too

2. Note *ee* in *creek*. For further practice, play this game.

GAME—DESCRIBING WORDS TO GUESS

The teacher may say, "I am thinking of something that stings." Child points out *bee*, pronounces the word and says, "A bee stings." The child who guessed correctly then says, "I am thinking of something we pull out of the flower beds." Another child points out *weeds*, saying, "We pull *weeds* out of flower beds." Continue the game in the same way.

See page 199 for *ee* words.

Rereading for a Specific Purpose

To prepare for dramatization. The children may be asked to read this story again to find out what each character says and to make up additional conversation in preparation for dramatization. Emphasize voice control. Talk and act as the characters talk and act.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 6.

Blackboard Exercise: Following Directions. Draw a pretty picture. Read all of the sentences before you begin to draw.

1. Draw the tent.
2. Draw the camp fire.
3. Draw the big forest back of the tent.
4. Draw a creek and color the water blue.
5. Make something else blue.
6. Make something green.
7. Color the tent as you wish.
8. Color the fire red or orange.
9. Draw an animal in the forest not far from the tent.
10. If you can, draw the campers too.

B. RELATED CLASSROOM ACTIVITIES

1. Add fishing and other forest recreations to the collection of forest pictures. These should be mounted nicely, labeled, and saved for the exhibit.

2. Continue play activities around the tent.

3. From their own related play experiences, children may dictate stories, the teacher writing them on the board for additional reading.

4. If practicable, take the group for a picnic in the woods.

5. THE WOODCHUCK, pages 23-25

(PART ONE, PAGES 51-54)

B. READING THE WHOLE STORY

Page 23. Read silently to find out, and read aloud or tell:

1. The title of the story. 2. What Daddy and the children are talking about. (5 lines, introducing *wonderful*.) 3. A sur-

prising thing this little animal can do. (One paragraph, introducing *winter*.) 4. What Dick said about that. 5. How Daddy explained about the woodchuck. (Introducing *summer* and *food* — 1 paragraph.) 6. Different ways animals prepare for winter. (Introducing *rest*, *food*, and *nuts*.)

Page 24. Read silently to find out, and read aloud or tell:

1. Another way animals prepare for winter. (Introducing *fat*.) Find a little word in *fat*. 2. Habits of the woodchuck. (2 paragraphs, introducing *thin*.) 3. A question Dick asked Daddy. 4. How Daddy answered Dick. (Rest of page introducing *smaller*.)

Discussion of the picture follows. How does the woodchuck sleep and rest all winter? How does he get ready for his long rest?

Page 25. Read to find out, and read aloud or tell:

1. Mother's rime. (Introducing *remember* and *rime*. Read the rime fast.) 2. How Dick and Peggy showed they liked the rime. 3. What Dick planned to do. 4. What Daddy told Dick about his plan. (Introducing *Indian*.)

The Poem

Page 26. Many children may be familiar with the poem, "Hiawatha." Discuss the picture freely. Then the teacher should read the poem, with the children listening or helping as she reads. The poem is for enjoyment. More of the poem may be read if the children are interested. (See page xi for the treatment of poems.)

How did Hiawatha learn about animals?

What secrets did the animals tell him? Where have you seen any of these animals? Have you learned their secrets? Why do you suppose Hiawatha called the animals his brothers?

Read the poem again, the children helping. Let any child read it alone who volunteers to do so.

Practice, pages 23-25.

Page 23. New Words: wonderful winter summer food nuts

Children find in the book and tell:

1. What the story is about. (*the woodchuck*)
2. A word that describes the woodchuck. (*wonderful*)
3. A sound the woodchuck makes. (*a queer whistle*)
4. A wonderful thing the woodchuck can do. (*sleep all winter*)
5. A group of words that tells how soundly he sleeps. (*without waking up*)
6. A word that means "not really." (*joking*)
7. A group of words that tells "when." (*not in the winter*)
8. How many times *winter* is found on the page.
9. Find another group of words that tells "when." (*in the summer time*)
- What is the opposite?
10. Something a woodchuck can do without in winter. (*food*)
- Find *food* twice on the page.
11. Something many animals store away. (*nuts*)

Page 24. New Words: fat gone thin smaller (bodies)

Children find in the book and tell:

1. A word that means the opposite of "thin." (*fat*)
- A little word in *fat*. (*at*)
- Find *fat* again.
- A place to store fat. (*in their bodies*)
2. A word that means the opposite of "had come." (*had gone*)
3. A group of words that tells when the woodchuck wakes up. (*in the spring*)
4. A group of words that tells how the woodchuck looks when he wakes up. (*thin and hungry*)
5. A word that means the opposite of bigger. (*smaller*)

Page 25. New Words: remember rime Indian

Children find in the book and tell:

1. A word that means the opposite of forget. (*remember*)
2. A word that means a jingle. (*rime*)
- Think of a word that

sounds like *rime*. (*time*) 3. Who can say the rime very fast? What words rime? 4. How Dick and Peggy learned to say the rime. (*they said it over and over*) 5. A group of words that tells how Dick was going to learn about the woodchuck. (*watch the woodchuck*) 6. Who else found out about animals by watching them. (*the little Indian boy*)

Other Practice

1. Note the endings of *summer*, *winter*, *smaller*. Observe the same ending in other known words. See pages 199–200 for words ending in *er*.

2. Note the ending *le* as in whistle. Call attention to the silent letter. Associate with the known words. See page 201 for words ending in *le*.

A GAME WITH ENDINGS

Play this game. “I am thinking of a word that ends like *gobble*. It is something that makes a noise.” Child guesses words asking, for example, “Is it rattle?” “No, it is not rattle.” “Is it jingle?” “Yes, it is jingle.”

To add to the fun, the children may be allowed to erase the words they guess correctly.

Rereading for a Specific Purpose

The children may be asked to read this story again, paying particular attention to the facts the story tells about the woodchuck.

1. He makes a sound like a whistle. 2. He sleeps all winter without waking up. 3. He eats enough in summer for winter, too. 4. He stores fat in his body. 5. He goes to sleep when the food he likes is gone. 6. He wakes up in the spring. 7. He is

thin and hungry when he wakes up. 8. His home is in a hole in the ground or in a log or stump.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 7-10.

Blackboard Exercise. Opposites. Write the following list of words on the board. The children are asked to arrange the opposites in pairs, by writing the words or the pairs of numbers.

Group I	Group II	Group III	Group IV
1. girl	1. back	7. thin	7. inside
2. sleep	2. boy	8. outside	8. sat
3. summer	3. black	9. stood	9. smaller
4. white	4. winter	10. bigger	10. go
5. breakfast	5. wake	11. over	11. under
6. front	6. supper	12. stay	12. fat

B. RELATED CLASSROOM ACTIVITIES

1. Try to find out some of the habits of animals as Hiawatha did.

2. Watch some wild animal and see what you can find out about it. You may wish to draw pictures of this animal and write stories about things you see it do.

Page 27. The statements on this page may be used to motivate a rapid rereading of the entire story, "The Camp," to choose new titles or to justify the titles in the book.

Page 28. These exercises are intended for silent reading seatwork. They are a general review of all the stories in the unit thus far.

THE HIGH TOWER, pages 29-36

(PART ONE, PAGES 57-64)

Note: The reading of this story will probably require three class periods. The first lesson might well end at the bottom of page 31 where Dick and the ranger go off together. The second division might come at the end of page 34.

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Direct attention to the title of the story. Recall the discussion of forest towers in connection with the Orientation Picture Card, Number 2. Review the purposes of these towers.

B. READING THE WHOLE STORY

Page 29. Directing attention to the title again, the teacher may say, "Perhaps our story is going to take us to visit the high tower. Would you like to go? Let's imagine we are with Dick and Peggy on their trip through the forest."

Children read silently to find out, and read aloud or tell:

1. What time it was when Dick and Peggy waked up. (first paragraph) 2. How the children behaved when they first waked up. (3 lines, introducing *think*.) 3. Why Mother wanted them to hurry. 4. How they let Mother know they were awake. (Introducing *answered*.) 5. Something they did in the forest that they did not do at home. (Rest of the page, introducing *wash*.)

Discussion of picture follows. What are Dick and Peggy doing in the picture? How many of you have waded in a creek and washed as Dick and Peggy are doing?

Page 30. Discuss the picture. Call attention to the expression on Dick's face. Why is Daddy laughing? Do

you see anything in the picture to help you guess what the picture is about?

Children read silently to find out, and read aloud or tell:

1. Why Dick is pointing to the fish. 2. How Dick missed the fishing trip, and what Daddy promised Dick. (Rest of page, introducing *mind*.) Can you tell now, why Daddy is laughing?

Page 31. Read silently to find out, and read aloud or tell:

1. Who came to see the campers again. (First sentence.)
2. What Mr. Jones did at the camp. (1 paragraph.) 3. What he said. (1 paragraph.) 4. Something Dick said that showed he was a good camper. 5. What Mr. Jones invited Dick to do and what Mother said about it. (7 lines) 6. Why Dick felt very happy about this trip. (Last paragraph, introducing *together* and *himself*.) Call attention to *to* and *him*.

Why do you think it would be fun to climb a forest tower?
What do you think you could see from the top?

Page 32. Read silently to find out, and read aloud or tell:

1. What a happy surprise Dick had on the way. (2 paragraphs, introducing *suddenly*, *Rex*, *dog*, *bounding*, *wagged*.) 2. What Dick said about Rex. (Introducing *fine*.) 3. Something more about Rex that Dick wanted to hear. (Rest of the page.)

What kind of dog was Rex? How can you tell from the picture that he was a smart dog?

Page 33. Read silently to find out, and read aloud or tell:

1. What Mr. Jones promised to do when they got to the top of the tower. (1 paragraph.) 2. How Dick was surprised again. (4 lines, introducing *seen*.) 3. A question Mr. Jones asked and Dick's answer. (2 sentences, introducing *try*.) 4. Something Rex could do. (6 lines, introducing *knew* and *barked*.) 5. Where Dick stopped first and what he could see from there. (Rest of the page, introducing *landing*.)

Page 34. Read silently to find out, and read aloud or tell:

1. What Dick could see when he stopped again. (First paragraph, introducing *far*.)
2. What surprised Dick most when he looked down from high up on the tower. (1 paragraph.)
3. How Mr. Jones explained this to Dick. (Finish the page.)

Can you find Dick and Mr. Jones in the picture?

Page 35. Read silently to find out, and read aloud or tell:

1. How Dick felt before he got to the top of the tower. (5 lines, introducing *thought*.)
2. What a nice place he found at the top. (Introducing *pulled*.)
3. A question Dick asked Mr. Jones.
4. How Mr. Jones helped Dick to answer his own question. (8 lines, introducing *ten*.)
5. Dick's answer. (Introducing *hundred*.)

How do you think Dick found out how many steps there were?

Page 36. Read silently to find out, and read aloud or tell:

1. Why things looked so strange to Dick. (2 sentences, introducing *been*.)
2. How Dick saw some things that were far, far away. (1 paragraph, introducing *glasses* and *seem*.)
3. Why Mr. Jones needed glasses like these. (6 lines, introducing *leaves* and *careless*.)
4. A good question Dick asked.
5. How Mr. Jones answered Dick's question. (Last paragraph.)

Practice, pages 29-36.

Page 29. New Words: high think answered wash

Children find in the book and tell:

1. A word in the title that tells something about the tower. (*high*) Find two letters in *high* that do not sound. (*gh*)
2. What it was Dick and Peggy could not do at first. (*could not think*)
3. A word that tells what the children did when they were called. (*answered*)
4. Why they went to the creek. (*to wash in the cold water*)

Page 30. New Word: mind

Children find in the book and tell:

1. What Daddy called Dick and Peggy. (*the campers*)
2. What Dick said he was ready for. (*breakfast*)
3. A word that tells "when." (*soon*)
4. Something Dick had wanted to do. (*go fishing*)
5. What Mother says sometimes when you are disappointed. (*never mind*)

Page 31. New Words: together himself

Children find in the book and tell:

1. How we know Mr. Jones came in the morning. (*they were through breakfast*)
2. What Dick had done to help keep the fire in the hole. (*cleaned off around the hole*) Find a little word in *cleaned*. (*clean*) Find a letter that does not sound. (*a*)
3. What people who camp are called. (*campers*) Find a little word in *campers*. (*camp*)
4. A word that means the opposite of *careless*. (*careful*) Think of a word that ends like *careful*. (*wonderful*)
5. Something all campers should read. (*the signs*) Find a letter that does not sound. (*g*)
6. Another way of saying "was leaving." (*started away*)
7. Where Mr. Jones was going. (*to the top of the high tower*) Two letters in *high* that do not sound. (*gh*)
8. Something Dick and Mr. Jones did. (*went off together*)
9. Something a big boy can do. (*go by himself*)

Page 32. New Words: suddenly dog bounding wagged fine

Children find in the book and tell:

1. A word that means "all at once." (*suddenly*)
2. What made the noise. (*a big dog*)
3. A way of running. (*bounding*)
4. The dog's name. (*Rex*)
5. Three ways Rex showed he was happy. (*jumped about, wagged his tail, ran to Mr. Jones*)
6. Find a word that has a letter that does not sound. (*tail*)
7. A word that means "especially nice." (*fine*) One letter in *fine* that you can see, but cannot hear. (*e*) Note the long i sound in *fine*. Compare with other similar words.

Page 33. *New Words:* seen try knew barked landing

Children find in the book and tell:

1. What Dick saw in front of him. (*the high tower*) 2. A group of words that tells this was a surprise to Dick. (*Dick had not seen the high tower.*) 3. Something we say when we are not sure we can do a thing. (*I'll try*)

4. How Rex showed he understood. (*barked*) 5. Where Dick stopped. (*at the first landing*) 6. What he saw Daddy doing. (*taking down the tent*) 7. Something Mother was doing. (*putting the blankets away*)

Page 34. *New Word:* far

Children find in the book and tell:

1. How long Dick climbed without stopping. (*until he was tired*) 2. Where he looked. (*far, far away*) 3. A phrase that means the opposite of "up in the air." (*on the ground*)

Find *round* in *ground*.

Page 35. *New Words:* thought pulled ten hundred

Children find in the book and tell:

1. A group of words that shows how tired Dick was. (*thought he could not climb another step*) 2. How he got into the little room. (*pulled himself up*) 3. How many landings there were. (*ten*) 4. What Dick needed to work the problem. (*pen and some paper*) 5. Dick's answer to the problem. (*one hundred steps*)

Page 36. *New Words:* been glasses seem leaves careless

Children find in the book and tell:

1. How we know Dick had never climbed a tower before. (*Dick had never been so high up.*) 2. Where Dick saw trees, trees, trees. (*every way he looked*) 3. What we use to see far-

off things. (*glasses*) 4. A word that means "look like." (*seem*) 5. Why Mr. Jones needed the glasses. (*to help protect the forest*)

6. Who leaves his fire burning in the forest. (*a careless camper*) 7. Two things Mr. Jones said he did many times. (*climb these steps, look out over the forest*) 8. Two things Mr. Jones said he would do if he found a fire. (*call for help, try to put the fire out*)

Other Practice

1. Note the *y* that sounds like *i*. (*try*) Observe the sound in other words, *by*, *good-by*, *dry*, *fry*.

2. List words containing one or more smaller words. Children recognize and point out the smaller words. (Encourage finding words that have the same sound elements as the larger word, e.g. *an* in *another* and not *no* or *not*.)

breakfast	jumped	fishing	wanted	getting
calling	looked	cleaned	putting	another
around	campers	started	stopped	careless

Rereading for a Specific Purpose

To build up a consciousness of unity in stories, children may reread certain longer stories for the purpose of subdividing them. Under careful supervision have children decide when a story may be divided, naturally. Then select an appropriate title for each part.

For example, *The High Tower* may be divided into these parts:

1. Fun for Dick, pages 29-31
2. A New Friend, pages 32-34
3. At the Top of the Tower, pages 35-36

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 11-12.

Blackboard Exercise: To Detect an Irrelevant or Incorrect Word. Write, on the blackboard, sentences, each of which contains one incorrect word. Children detect the word and cross it out.

1. Dick and Peggy washed *wanted* in the cold water.
2. The campers *wished* fished in the pond.
3. Dick could go by *herself* himself.
4. A big *day* dog came bounding by.
5. The trees seem *seen* small.
6. Mr. Ford was a *careless* careful camper.

B. RELATED CLASSROOM ACTIVITIES

1. Continue activity suggested in previous lessons.
2. Add pictures to forest collection: pictures showing uses of trees, uses of forests; how to take care of forests; heroism of animals.
3. Try to find out some of the ways forest fires are started. Make a poster to show how a forest fire might be started.

HOW REX SAVED HIS MASTER, pages 37-45

(PART ONE, PAGES 65-73)

Note: For average groups this story will probably require three class periods. It may be divided at the bottom of pages 37 and 42.

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Talk about the intelligence of dogs; how they often sense danger and make it known to their masters. Have children find *saved* in the title. Talk about the meaning of the word.

Encourage children to tell, briefly, incidents in which animals they have known, or heard about, have done brave things.

B. READING THE WHOLE STORY

Page 37. Read silently to find out, and read aloud or tell:

1. The title of the story, recalling *saved*. 2. Careless things some campers do. (1 paragraph, introducing *dig*, compare with *dug*.) 3. Why Dick thought all campers should know how to take care of fire. 4. Why some campers do not know the rules of the forest. (Last sentence.)

Page 38. Read silently to find out, and read aloud or tell:

1. Why Dick thought everyone should be careful with fire in the forest. (2 paragraphs.) 2. One danger animals in this forest were protected from. (*the hunter*) 3. A danger the ranger tried to protect them from. 4. Why we should protect the trees. (2 paragraphs.) 5. More about Rex. (The rest of the page.)

How can boys and girls help to protect the animals in the forest?

Page 39. Read silently to find out, and read aloud or tell:

1. What kind of day it was and what Mr. Jones was doing. (First paragraph.) 2. Why he was watching so carefully. (Introducing *rained*.) 3. Where Rex went. (Introducing *trail*.) 4. Where Mr. Jones went. 5. What happened up the trail. (Rest of the page.)

(End first lesson here.)

Page 40. Read silently to find out, and read aloud or tell:

1. Why Mr. Jones went up the trail and what he saw coming down the trail. (1 paragraph.) 2. The queer way Rex be-

haved. (8 lines.) 3. What he seemed to be doing. (1 paragraph.) 4. What Mr. Jones still thought Rex wanted.

5. How Mr. Jones tried to find out what Rex wanted. (Introducing *followed*.) 6. Something that suddenly frightened Mr. Jones. (Introducing *smoke*.) 7. What Mr. Jones was thinking as he ran after the dog. (Introducing *wind*.) 8. A question Dick asked that showed he was puzzled.

Page 41. Read silently to find out, and read aloud or tell:

1. How animals know about fire. (Introducing *caught* and *afraid*, 1 paragraph.) 2. What it was that had frightened Rex. (1 sentence, introducing *any*.) 3. What Mr. Jones was afraid would happen. (Last paragraph.)

Discussion of the picture follows. What are Rex and Mr. Jones looking at? What was it Rex did that showed he was a very smart dog?

Page 42. Read silently to find out, and read aloud or tell:

1. What Mr. Jones did first. (7 lines.) 2. How he tried to stop the fire himself. (Introducing *spade*.) 3. Who soon came to help him. 4. What happened very quickly. 5. What happened to Mr. Jones. (Rest of page, introducing *behind* and *trap*.)

Discuss picture on page 43. Who will read a sentence that tells about the picture? Do you see why animals know about fire and are afraid of it?

(End second lesson here.)

Page 44. Read silently to find out, and read aloud or tell:

1. How Rex proved he was a hero. (7 lines.) 2. How Dick showed he was excited over the story. (3 lines.) 3. What question he asked Mr. Jones. 4. How the fire was put out. (4 sentences, introducing *last*.) 5. How Mr. Jones showed Dick where the fire had been. (Rest of page.)

Page 45. Read silently to find out, and read aloud or tell:

1. What Dick saw through the glasses. (Introducing *hundreds*.)
2. What he made up his mind to do. (Introducing *always*.)

Discussion of the picture follows. Compare this picture of a forest with the forest picture, page 2. How may we enjoy the forest and take care of it, too?

Practice, pages 37-45.

Page 37. New Words: saved dig

Children find in the book and tell:

1. The title of the story. A word in the title that means "took care of." (*saved*)
 2. Something careless campers do not do. (*dig a hole*)
 3. Something careless campers often do. (*leave the fire burning*)
- What letters in *leave* do not sound

4. A little word in *careless*. (*care*)
5. Something all campers should read. (*the signs*)
6. Why some campers do not know the rules of the forest. (*do not read the signs*)

Find *signs* twice on the page.

Page 38. New Word: hunter

Children find in the book and tell:

1. A word that means the opposite of *careless*. (*careful*)
- Find the same little word in both big words. (*care*)
2. A long word that tells what Dick did when Mr. Jones asked him a question. (*answered*)
- A little word in *answered*. (*an*)

3. What Mr. Jones said the animals were protected from. (*the hunter*)
 4. What we make from trees. (*hundreds of things*)
 5. Two reasons why we should protect the trees.
 6. A word that means "a young dog." (*puppy*)
- A little word in *puppy*. (*up*)

Page 39. New Words: rained trail or

Children find in the book and tell:

1. The time of the year. (*late in the summer*)
2. A word that means the opposite of cold. (*hot*)
3. Where Mr. Jones had climbed. (*to the top of the tower*)
4. What he was doing there. (*looking for campers*)
5. Why the forest was dry. (*it had not rained for a long time*)
6. Where Rex ran. (*away up the trail*)
7. Something Mr. Jones soon heard. (*Rex barking*)
8. What Mr. Jones thought Rex had found. (*a rabbit or a woodchuck*)

Page 40. New Words: run followed smoke wind

Children find in the book and tell:

1. What Mr. Jones did after a long time. (*started up the trail*)
2. Where he saw Rex. (*coming down the trail*) A word that means the opposite of walk. (*run*)
3. What Rex seemed to be doing. (*trying to tell me something*)
4. How Mr. Jones tried to find out what Rex wanted. (*followed him*)
5. A sign of fire. (*smoke*) What other word begins like *smoke*. (*smaller*)
6. Something that would make the fire spread very fast. (*a little wind*)
7. A word that means "stood still." (*stopped*)

Why would it be very bad for a fire to start now? Find a sentence that tells, and read it out loud.

Page 41. New Words: caught any afraid

Children find in the book and tell:

1. One way animals have learned about fire. (*have been caught*)
2. How animals feel about fire. (*they are afraid*)
3. Something Mr. Jones did not see. (*any fire*)
4. Something he did see. (*smoke*)
5. Where the smoke was coming from. (*out from under the leaves*)
6. A word that means the opposite of *over*. (*under*)
7. What one thing was needed to set the forest on fire. (*a little wind*)

Page 42. New Words: spade themselves behind trap

Children find in the book and tell:

1. Five things Mr. Jones did. (*ran down the trail, called another ranger's station, took a spade, ran back to the place, began to dig*) 2. Why he tried to clean off the leaves. (*so the fire would not spread*) 3. Who soon came to help. (*more men*) 4. Something the men could not do. (*stop the fire*) 5. Why the animals ran. (*to save themselves*)

6. How Mr. Jones was caught by the fire. (*fire in front, fire behind, fire to the left, to the right, fire everywhere*) 7. What it was Mr. Jones was caught in. (*a trap*)

Page 44. New Words: eyes last

Children find in the book and tell:

1. A brave deed. (*Rex saved me*) 2. Why it was hard to see. (*the smoke was so black*) 3. How Dick looked. (*eyes were big*) 4. Three things Dick could see in his mind. (*the burning forest, Rex, Mr. Jones*) 5. How long the fire lasted. (*for two days and nights*) 6. What put out the fire. (*a rain came*) 7. A phrase that tells when the rain came. (*at last*) 8. What Dick used to look at far-off things. (*glasses*)

Page 45. New Word: poles

Children find in the book and tell:

1. What Dick saw through the glasses. (*hundreds of black poles*) 2. A word that tells how long. (*always*) 3. A word that tells "how many." (*hundreds*)

4. A group of words that tells "where" fire is dangerous. (*in the forest*) 5. Two things Dick planned to do. (*be careful with fire, never leave a fire burning*)

Other Practice

1. Note the *sm* in *smelled*; *st* in *station*; *tr* in *trail*.

Children find all of the words in the story that begin with

each of the above combinations. Teacher writes words on the board as children find them. List the word each time that it is found. Example: If *smoke* is found 3 times, list it 3 times. See word lists on page 202 for words beginning with *sm*, *st*, *tr*.

2. Compare *careful* — *careless*. Note the change in meaning of the word when the ending is changed. Show the same effect when the same endings are added to *thought*, making *thoughtful*, *thoughtless*.

3. From a list of words containing silent letters, children may mark out the silent letters.

Rereading for a Specific Purpose

To work toward a consciousness of unity in stories, children may be asked to read this story again to select appropriate subtitles for the three divisions. Example:

1. Rex Calls for Help, pages 37-39
2. Caught in a Trap, pages 40-42
3. Rex is a Hero, pages 44-45

The above titles are only suggestive. The *children's titles* should be listed on the board and discussed in the light of content they are intended to cover. A definite choice should be made by the children from among those listed for each part of the story.

The children should be made conscious of why the titles chosen are considered the best by the group. See previous story for similar procedure.

To cultivate discrimination, leading to ability to make judgments, children may be asked to select and read aloud, certain parts of the story that stand out as being particu-

larly exciting; that give the clearest pictures; that give the most vivid details about some one idea.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 13-17.

Blackboard Exercise: To give practice in making choices; discriminating in the matter of detail; representing one thought graphically. Write on the board several sentences representing a like number of vivid ideas in the story. Each child is asked to read all of the sentences, then draw a picture to illustrate any one of the sentences he chooses.

SUGGESTED SENTENCES

1. We had climbed to the top of the tower.
2. I thought he had found a rabbit or a woodchuck in a hole and wanted me to come and get it out.
3. Rex ran in front of me, and I followed as fast as I could.
4. More men came and we worked and worked.
5. I was in a trap. I did not know which way to go.
6. I felt him pulling me. The smoke was so black I could hardly see.
7. At last a rain came and put out the fire.

Later the pictures may be discussed by the group, giving especial attention to the portrayal of *essential facts* in contrast to *irrelevant details*.

The best pictures, judged by the class by the above criteria, should be preserved for future comparisons.

B. RELATED CLASSROOM ACTIVITIES

1. Each child may choose one tree to find out about and report to the class.

2. For the exhibit, he may collect leaves, bark, nuts, from his tree and write a story about the uses of the tree. Each article collected should be nicely labeled.

THE BLACK BEARS, pages 46-52

(PART ONE, PAGES 74-80)

Note: This story will probably require two class periods. It may be divided at the bottom of page 49.

Introductory Reading of the Whole Story

Page 46. Read silently to find out, and read aloud or tell:

1. What surprised Dick when he came down from the tower. (5 lines introducing *packed*.) 2. Why Daddy wanted Dick to hurry. (2 sentences.) 3. Something Dick wanted Peggy to see. (Last paragraph introducing *flag*.)

Who will read aloud, the part of the page that tells about the pictures? What is Peggy looking for?

Page 47. Read silently to find out, and read aloud or tell:

1. Who felt disappointed now Why? What Peggy said (1 sentence.) 2. What Dick said to make Peggy glad she didn't go. (1 paragraph.) 3. Who is in a hurry to be on the way. What he says. 4. Two things Dick did that show he was a very polite boy. (6 lines, introducing *shook hands*.)

5. How Dick said good-by to another friend. 6. Who else said good-by. 7. Something Dick suddenly remembered and what Daddy told him he did about it. (Rest of page.)

What do you think Dick has learned on this trip through the forest?

Page 48. Read silently to find out, and read aloud or tell:

1. Something that caused excitement in the car. (1 paragraph, introducing *cub*.) 2. How Daddy tried to scare the bears

away and how the bears behaved. (2 sentences, introducing *honk.*) 3. Why the bears were not afraid.

Discussion of the picture follows. Do you think Daddy had to stop the car? What do you think would have happened if he had not stopped? Why do you suppose the bear stopped the car? Why do you suppose the bears are not afraid?

Page 49. Read silently to find out, and read aloud or tell:

1. How Daddy explained to Dick and Peggy about the bears. (1 paragraph.) 2. Something funny Mother said that made the children laugh. (5 lines, introducing *pay.*) 3. How they paid the bear. (2 paragraphs, introducing *threw.*) 4. How they got away from the bears. 5. Something Peggy wanted to know. 6. How you should treat bears in the forest. (Last paragraph, introducing *hurt* and *alone.*)

What is the most exciting thing that has happened on this trip?

(End first lesson here.)

Page 50. Read silently to find out, and read aloud or tell:

1. What Dick wanted to do with the cubs. (1 paragraph, introducing *circus.*) 2. What Peggy thought would be fun to do. 3. How Daddy disagreed with Dick and Peggy. 4. How Mother made the children laugh and what Peggy said. 5. How Daddy settled the question about taking the bears. 6. What made the children wish for the cubs again. (Rest of page, introducing *than.*)

Page 51. Read silently to find out, and read aloud or tell:

1. How the bears said "How do you do" to the children. (Introducing *bowed.*) 2. Why the children were not afraid of these big bears. 3. How the bears entertained the children. (Rest of page.)

Discuss the picture. Who do you think are enjoying the show most, the bears or the children?

Page 52. Read silently to find out, and read aloud or tell:

1. What the bears are doing in the picture. (6 lines.)
2. Something exciting again.
3. How Dick shows he is glad.
4. What will be ready when they get to Grandmother's.

What do you think Dick and Peggy have enjoyed most on this trip? What have you enjoyed most? Can you tell one thing you have learned?

Practice, pages 46-52.

Page 46. New Words: packed flag

Children find in the book and tell:

1. Who were waiting for Dick. (*Daddy and Mother and Peggy*)
2. What surprised him. (*The car was packed*)
3. A funny way to get in a car. (*Hop in*)
4. A sentence that tells "why." (*Its time we were off*)
5. What Dick wanted Peggy to see. (*flag*)
6. Where this flag was. (*top of the tower*)

Page 47. New Word: shook

Children find in the book and tell:

1. Something Dick said Peggy could not have done. (*climbed all those steps*)
2. Two ways Dick showed he was polite. (*shook hands, said Thank you*) Think of other words that sound like *shook, look, took, book*.
3. Why Dick didn't finish his story about Rex. (*suddenly thought of something*)
4. How Daddy put the fire out. (*put water on it, covered it with dirt*)
5. Something Daddy was sure of. (*the fire is out*)
6. How Daddy said he was sure. (*I know*)

Find all the ways Dick showed he was polite; how he showed he was careful.

Page 48. New Words: cub honk horn move

Children find in the book and tell:

1. Something you do when you want to see something better. (*stand up*) 2. Two groups of words that tell just where the big bear was. (*On the road, right in front of them*) 3. What sat on each side of the road. (*a black cub*) 4. Three noisy words. (*Honk! honk! honk!*)

5. What made the noise. (*the horn*) A little word in *horn*. (*or*) 6. Another way to say "stood still." (*did not move*) 7. A sentence that tells "why" the bears were not afraid. (*They had seen cars before*) 8. How many words on the page begin like *bears*. How many begin like *horn*.

Page 49. New Words: pay threw hurt alone

Children find in the book and tell:

1. A word that tells something about black bears. (*friendly*) Think of a word that ends like *friendly*. (*really*) 2. How long the bear will stop there. (*until we pay*) Recall *way, day, say*. 3. How Daddy paid the bear. (*threw out a roll*) 4. How many times the bear came back. 5. Why we need not be afraid of bears if we leave them alone. (*They will not hurt you*) 6. How you should treat bears. (*leave them alone*)

Page 50. New Words: circus than ever

Children find in the book and tell:

1. What Dick wanted. (*the cubs*) Compare *cubs* — *cups*. 2. Something in which animals act. (*circus*) 3. Something the children laughed at. (*the thought of Grandmother and the bears*)

4. What they decided to do about the bears. (*leave the bears in the forest*) 5. A place to serve lunches. (*lunch station*) 6. A group of words that tells "how much." (*more than ever*) 7. What the man had done with the bears. (*really had trained*)

Page 51. *New Word:* bowed

Children find in the book and tell:

1. How the bears welcomed the children. (*bowed politely*)
2. How the man made the bears dance. (*played some music*)
3. Two things the bears did when the music stopped. (*stopped dancing, bowed politely*)
4. How Dick and Peggy told the bears that they like the show. (*clapped*)

Page 52. Children find in the book and tell:

1. When they took the pictures. (*After lunch*)
2. A noisy word. (*Hurrah*)
3. Where they must go now. (*to Grand-mother's*)

How many tricks could these bears do? What were they?
(*danced, bowed politely*)

Other Practice

1. Note the short *y* endings. Using familiar words, the children pronounce them, noting the short *y* sound. Note also the preceding consonant. See page 202 for words ending in short *y*.

GAME—MATCHING ENDINGS

The teacher may say, "I see a word that ends like friendly." Child says "suddenly," points it out, and continues the game in the same way.

LITTLE WORDS IN BIG WORDS

List and number the following words, all of which contain smaller words that retain the same pronunciation as

in the big word: *rain* in *trained* is correct. (Finding such little words as *me* in *seemed* should not be encouraged.)

- | | | | |
|----------------|--------------|--------------|-------------|
| 1. everybody | 5. seemed | 9. played | 13. bowed |
| 2. everything | 6. something | 10. danced | 14. mother |
| 3. Grandmother | 7. trained | 11. politely | 15. thought |
| 4. stopped | 8. taken | 12. clapped | 16. really |

The teacher calls a number, for example, number 7. The child answers *trained*, *train*, *rain*. He is given one point for each word he names. He loses a point if he fails to see a little word he should see.

Rereading for a Specific Purpose

1. Children read the story again to select appropriate titles for the two divisions. Example:

1. A Clever Trick, pages 46-49
2. A Good Show, pages 50-52

2. In this story there are several descriptions, each covering a definite part of the story. Children may suggest titles for these descriptions and decide where each one should begin and end. Possible titles:

1. Off Through the Forest Again, lines 1-23
2. What about the Fire, lines 23-31
3. A Holdup, lines 32-76
4. Trained Bears, lines 77-101

For each section, list all of the titles suggested. Children read silently a section at a time and think of an appropriate title. Child reads the selection aloud, the group decides on the most appropriate title for it.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 18-19.*Blackboard Exercise.* Completing Sentences.

Read the first part. Find the part that goes with it. Number the second part like the first part or draw connecting line.

- | | |
|-----------------------|------------------------------|
| 1. The flag | was packed. |
| 2. Mother and Daddy | shook hands with Rex. |
| 3. A black bear | was out. |
| 4. Dick | are very friendly. |
| 5. The fire | pay the bear. |
| 6. They had to | danced. |
| 7. Black bears | wanted to have a circus. |
| 8. Dick | stopped the car. |
| 9. The car | said good-by. |
| 10. The trained bears | was at the top of the tower. |

B. RELATED CLASSROOM ACTIVITIES

1. Collect and draw pictures of forest animals. Group the pictures, perhaps, as animals that store food in holes; animals that store food in their bodies. Save these for the exhibit.

2. Find out about one animal that might be seen in the forest. Make reports to the class.

AT GRANDMOTHER'S, pages 53-55

(PART ONE, PAGES 81-83)

Introductory Reading of Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture, page 53. Recall visits to Grandmother's or other visits in the country. Help children to

visualize the setting of the story. Encourage children to talk briefly about good times they have had in the country.

B. READING THE WHOLE STORY

Page 53. Read silently to find out, and read aloud or tell:

1. What was happening in the car as Dick and Peggy came in sight of Grandmother's house. (6 lines.) 2. What happened at the steps when the car stopped. (The rest of the page and 10 lines on the next page, introducing *meet, hello, Trixie.*)

Page 54. Read silently to find out, and read aloud or tell:

1. How the children showed they were happy. 2. How Trixie showed he was happy. 3. How Bill and Fred welcomed Dick and Peggy. (Introducing *driveway, Fred.*) 4. Whom the children ran to see. (Introducing *Cora.*) 5. Somebody else they found. (Introducing *Jess.*) 6. What Jess was doing. (Introducing *corn.*)

Page 55. Read silently to find out, and read aloud or tell:

1. What Dick and Peggy wanted to see first. 2. Why Dick and Peggy could not watch Jess feed the other animals. 3. When Bill and Fred were invited to come back. (Introducing *tomorrow.*)

4. Something Dick and Peggy said was fun, as they ran back to the house. 5. Why you think Dick and Peggy will have fun at Grandmother's. 6. How many people were glad to see the children 7. What animal at the farm will be a good playfellow for the children.

Practice, pages 53-55.

Page 53. *New Words:* meet hello (Grandfather)

Children find in the book and tell:

1. Something Dick and Peggy were doing in the car. (*watching for Grandmother's house*) 2. Why Grandmother and Grand-

father were at the steps. (*came out to meet them*) 3. What the children called as the car stopped. (*Hello, Grandmother! Hello, Grandfather!*) 4. What was the matter with Dick and Peggy. (*could hardly wait*)

Page 54. New Words: (Trixie) (Fred) (Cora) (Jess) corn
Children find in the book and tell:

1. How Dick and Peggy showed they were happy. (*dancing all about*) 2. Why Uncle Sam was there. (*to get a kiss*) 3. The dog's name. (*Trixie*) 4. What Trixie was doing to show that he was happy. (*barking and jumping*) 5. A word that means, "the road." (*driveway*)

6. Who came running to see Dick and Peggy. (*Fred and Bill*) 7. Something Dick said about the visit. (*been wanting to come*) 8. Why the children went to the kitchen. (*to see Cora*) 9. Why they went to the barn. (*to see Jess*) 10. What Jess had. (*some corn*) 11. A question Jess asked. (*When did you come?*)

Page 55. New Word: tomorrow

1. How Dick answered Jess. (*We've just come*) 2. Something pigs like. (*corn*) 3. A word that means "when." (*now*) Compare with *how*. 4. A word that means the next day. (*tomorrow*)

Other Practice

Note the *tr* in *Trixie*, *trap*, *trail*, *train*, *tree*.

Find *ar* in *barking*, *hardly*, *car*, *farm*, *barn*, *garden*, *hard*, *party*, *start*, *yard*.

Compare *kiss* — *miss*.

Rereading for a Specific Purpose

In preparation for oral presentation, direct children to think, while reading, how the different people talked. This is a very happy story. Read what each one said,

making your voice tell, too, the happiness in the story. Pick out the strong words as you read to yourself. Example, page 53:

"*There* it is," they cried together.

"I saw it *first*," said Dick.

"No, *I* saw it first," said Peggy.

Individual and Group Activities

A. SILENT READING SEATWORK

Blackboard Exercise: Contractions. Discuss briefly the three contractions. *We're* stands for *We are*; *We've* for *We have*; *I'll* for *I will* or *I shall*.

We're, We've, I'll

1. "..... here at last!" cried Dick and Peggy.
2. "I am glad here," said Dick.
3. "..... find Cora," said Peggy.
4. "..... been riding a long time," said Dick.
5. "..... glad to be here at last," said Dick and Peggy.
6. Fred said, "..... glad you have come."

B. RELATED CLASSROOM ACTIVITIES

Continue activity suggested in previous lesson.

A SURPRISE FOR DICK AND PEGGY, pages 56-58

(PART ONE, PAGES 84-86)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Children surmise what the surprise is to be and tell of similar surprises they have had on arriving at Grandmother's. Perhaps someone in the group will have actual

experiences to tell about a goat and wagon. Who gave the goat to the children? Were they really surprised? Read to find out.

B. READING THE WHOLE STORY

Page 56. Read silently to find out, and read aloud or tell:

1. All about Dick and Peggy's surprise. (The whole page, introducing *billygoat*.)

Who found out the surprise first? How did Dick show he was happy? Who had trained the goat? What did both children say to Grandfather?

Page 57. Read silently to find out, and read aloud or tell:

1. What Grandfather told the children to do. (Introducing *wagon* and *lines*.) 2. How they got ready for a ride. 3. How billygoat was named. (Introducing *Peanut*.) 4. The rest of the page. (Introducing *clippety-clap*.)

Is Peanut a good name? Why? Can you think of a better name for a goat?

Page 58. Read silently to find out, and read aloud or tell:

1. All about the ride. 2. Something Grandmother wanted. 3. How Dick offered to help. (Introducing *haul*.) 4. The rest of the page. What are they going to look for?

Who are all the children in the picture? How would you like to have a billygoat?

Practice, pages 56-58.

Page 56. *New Word:* billygoat

Children find in the book and tell:

1. The title of the story. 2. Two groups of words that tell "when." (*the next morning, after breakfast*) 3. Where the chil-

dren went to look for the surprise. (*to the front gate*) 4. What the children called this animal. (*billygoat*) 5. Something Jess had done. (*trained him*) Find other words in *trained* (*train, rain*)

Page 57. New Words: wagon lines (clippety-clap Peanut)

Children find in the book and tell:

1. Where the children climbed. (*into the wagon*) 2. Another word for reins. (*lines*) 3. What Dick did when he got into the wagon. (*took up the lines*) 4. The name of the goat. (*Peanut*) How many times on the page?

5. Where Dick had seen a goat named Peanut. (*in a circus*) 6. What Grandfather thought about the name. (*funny*) 7. A word that tells the sound they made. (*clippety-clap*) 8. What Bill and Fred were doing. (*pushing the wagon*)

Page 58. New Words: haul use

Children find in the book and tell:

1. A word that means "road." (*driveway*) 2. What means "to look." (*to watch*) 3. What means the opposite of "to play." (*to work*) 4. Something Grandmother needed. (*good dirt*)

5. A word that means "to carry something." (*haul*) 6. A place for tools. (*tool house*) 7. Something the children found in the tool house. (*a spade*) Something you do with a spade. (*use*) 8. A word that means "glad." (*happy*)

Other Practice

1. Note the *gr* in *Grandfather, Grandmother*; *dr* in *drive-way*.

2. Find one-syllable word having two vowels side by side. Point out the vowel that does not sound.

leaves	goat	afraid	cried	train	each
trail	rain	Peanut	wait	road	clean

3. Find in the story, long words made up of two or more smaller words. *Grandmother, billygoat, Peanut, clippety-clap, driveway, Grandfather.*

Rereading for a Specific Purpose

In preparation for oral reading. (See previous story for suggested procedure.) Children should be made conscious of the eye-voice span in oral reading. The eye is constantly being trained to take in groups of words, or thought units, at a glance, thus producing smoother oral reading.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 20-22

Blackboard Exercise: Following Specific Directions. Write these directions on the board.

1. Draw a goat and wagon.
2. Color the goat brown or black, but leave a white spot on his back.
3. Make the goat's horns white.
4. Make the lines yellow.
5. Color the wagon brown with yellow wheels.
6. Draw Trixie if you have time.

SUMMARY OF THE ACTIVITIES OF THE UNIT

1. Arrange the classroom exhibit of pictures, booklets, and other articles made and invite another class or children's parents to visit it.
2. Choose committees to look after various sections of the exhibit and to tell about the various articles on exhibit.
3. Stories and poems may be read that have a bearing on the unit.

REVIEW EXERCISES AND ACTIVITIES, pages 59-60

(PART ONE, PAGES 87-88)

The statements on these two pages are intended to stimulate discussion in order to give the pupil more nearly a complete possession of the facts and concepts found in the unit.

A SUGGESTED LIST OF BOOKS FOR THE LIBRARY TABLE

Animal Tales. Keliher, A. V., and Zirbes, Laura. Keystone View Company.

Baby Bear. Williamson, Hamilton. Doubleday, Doran & Company.

Country Days. Dearborn, Blanche. The Macmillan Company.

The Farm Twins. Perkins, Lucy Fitch. Houghton Mifflin Company.

Toby Chipmunk. McElroy, M. J., and Younge, J. O. American Book Company.

Trailing Our Animal Friends. (Science Reader, Book II.) Nida, W. L., and Nida, S. D. C. Heath and Company.

WALKING IN THE WOODS *

We went walking in the woods together:
Leaves were scarlet, leaves were brown;
It was fun, in the sunny weather —
Squirrels darting,
Woodchucks scampering,
Acorns dropping,
Brown birds chattering.

Earth was frosty to our feet,
Smell of pine was sharp and sweet;
We held pine cones in our hands,
We touched snow berries on a stem,
But we did not gather them.
We brought home some silver moss,
We brought home a creamy fungus,
We brought home some colored leaves.

It was fun when we walked together,
Walked in the woods in autumn weather —
Walked in the woods in sunny weather:
All of us liked it,
All of us thought it was fun.

* This is the complete poem by Katherine Reeves as published in *Told Under the Blue Umbrella*, Macmillan Company. Reprinted by permission of the author.

UNIT TWO

WHERE INDIANS LIVED

ORIENTATION CARDS 5 AND 6

INDIAN CHIEF SONG, page 61 *

(PART ONE, PAGE 89)

The teacher may say, "Who can guess what this poem is about? Do you know what an Indian baby is called? See how firmly the little papoose is fastened in his cradle."

The Indians wanted their babies to grow up straight and tall. So the baby's mother made his cradle with a board at the back to hold his tiny body straight. Often she hung his cradle in a tree nearby so the wind could rock him while she worked.

The poem should be read with as much feeling as possible, yet simply.

The children may wish to read with the teacher as she reads the poem the second time. When they have begun to appreciate the atmosphere of the poem, a few questions should be raised to ascertain their comprehension of the thought, and to test the correctness of mental images that have been aroused. At this point the children will enjoy doing Exercise 23 in *Reading and Doing*. Some child, who reads well, may be asked to read the poem again to the group.

*For the complete poem see Sarett, Lew: *The Box of God*. Henry Holt and Company. The title of the poem is "The Indian Sleep Song."

Orientation to the Unit

The poem will arouse interest in further discussion of Indians. Call attention to the unit title, "Where Indians Lived." Ask the question, "Where did Indians live?" Here are pictures of the way some Indians lived. (Discussing Orientation Cards Number 5 and 6.)

Card No. 5. This card shows an Indian camp of the Chippewa Indians. These lived largely in tepees, but also in wigwams. Note the activities of the women, men, and children. Compare with other peoples.

Card No. 6. Pictures 1 and 2 show a close-up of the women's work in this tribe. Pictures 3 and 4 show the work of the men when they were not hunting.

Specific Concepts to be Established

1. Indians lived together in big groups called *tribes*. The Indians of a tribe made their houses in the same way, dressed in the same way, cooked the same way, played the same games.
2. The men provided meat for the tribe and skins for their clothes and tepees. They protected the tribe from danger too. All Indians liked to hunt. Indians used bows and arrows. They could kill big animals in this way.
3. The children played games and the boys practiced shooting with the bows and arrows.
4. The women cooked, made the clothes and the tepees, looked after the younger children, and often raised vegetables for food.
5. The men made tools and bows and arrows.

Vocabulary to be Established. The following words should become a part of the child's spoken vocabulary through discussion of the pictures.

bows	tepee	tribes	means
arrows	wigwam	chief	honey
arrow-heads	skins	scout	straight
quiver	bark	squaws	shoot
target	poles	papoose	kill

SECRETS IN A TRUNK, pages 63-67

(PART ONE, PAGES 91-95)

Introductory Reading of Whole Story

A. ORIENTATION TO THE STORY

When the group as a whole has become thoroughly interested in Indian life, and very likely many children have shown their interest by bringing, from home, such examples of Indian workmanship and civilization as they were able to find there, begin the reading of the stories in the unit.

The open trunk, page 62, is suggestive of interesting Indian relics. Such questions as, "What do you suppose is in the other packages in the trunk?" "How do you suppose Dick found out about the trunk?" will suggest reading the story to find out.

The teacher may skillfully connect the discussion of articles brought from home with the title of the first story in the unit, "Secrets in a Trunk." The teacher may say, "Dick found something, too. Can you guess what? Let's read the story to find out."

B. READING THE WHOLE STORY

Page 63. Read silently to find out, and read aloud or tell:

1. The title of the story. (Introducing *Secrets in a Trunk*.)
2. What Dick found. (2 paragraphs, introducing *arrow-head*.)

3. What Grandfather had in a box. (6 lines, introducing *opened* and *watches*.) 4. Where they went to look for something else. (Last paragraph, introducing *attic*.)

Page 64. Read silently to find out, and read aloud or tell:

1. What Grandfather took out of a trunk. (4 lines.) 2. What was in the box. (1 paragraph, introducing *bow*.) 3. Other things they found. (Introducing *quiver*, *filled*.) 4. What Grandfather said about the arrows. (First paragraph under picture, introducing *those*.) 5. What Dick wanted to do. (Last sentence, introducing *shoot*.)

Page 65. Read silently to find out, and read aloud or tell:

1. What fun Dick had with the bow and arrows. (Whole page, introducing *target*.)

Discussion of the picture follows. Why couldn't Dick hit the target?

Page 66. Read silently to find out, and read aloud or tell:

1. Why Dick could not shoot straight. (2 paragraphs, introducing *hit*.) Find a little word in *hit*, *it*. 2. What happened when Grandfather took the bow and what Dick said about it. (2 sentences, introducing *whiz!* and *straight*.) 3. How Indian boys could shoot. (1 paragraph, introducing *killed*.) 4. Something Uncle Sam remembered. (Last paragraph.)

Who can guess what Uncle Sam is going to do?

Page 67. Read silently to find out, and read aloud or tell:

1. How Uncle Sam had some fun. (Part above the picture, introducing *Wow-ow-ow-ow*, *Chief*.) 2. A joke on Dick. (3 lines.) 3. How Dick might get an Indian suit. (Rest of page.)

Discuss the picture. Call attention to Dick's expression and Uncle Sam's suit. Observe the headdress; the many feathers representing many brave deeds.

Note: An Indian was allowed, by his tribe, to add feathers to his headdress each time he performed a *sufficiently* brave deed.

Practice, pages 63-67.

Page 63. *New Words:* secrets trunk arrow-head opened notches

Children find in the book and tell:

1. The title of the story.
2. What Grandfather called Dick's rock. (*an Indian arrow-head*)
3. Something Grandfather did. (*opened a long box*)
4. What "cut out places" are sometimes called. (*notches*) A little word in *notches*, *not*.
5. The name of the room under the roof. (*the attic*) A little word in *attic*, *at*.
6. A question Dick asked. (*What are these notches for?*)

Page 64. *New Words:* bow quiver filled those shoot

Children find in the book and tell:

1. Where they found the trunk. (*by the window in the attic*)
2. What was in the long box. (*a real Indian bow*)
3. What was in the package Dick opened. (*quiver filled with arrows*)
4. A word that tells what the arrows were in. (*quiver*) Another word that begins like *quiver*, *queer*.
5. A question Grandfather asked Dick. (*Do you see now why arrow-heads have notches?*)
6. Something Dick wanted to do. (*shoot*) Another word that has *oo* as in *shoot*. (*too*)

Page 65. *New Words:* target attic

Children find in the book and tell:

1. What Dick carried to the yard. (*the bow and quiver*)
2. Something else they needed for the shooting match. (*a target*)

3. Why Dick shot first. (*"You shoot first," said Grandfather.*)
4. What happened to Dick's first arrow. (*it missed the target*)
5. A sentence that tells something about the second arrow. (*It missed too.*)

Page 66. New Words: hit whiz straight killed

Children find in the book and tell:

1. What Dick said his arrows would not do. (*hit the target*)
2. Something that was too big for Dick. (*this bow*)
3. A sound word. (*whiz!*)
4. Where Grandfather's arrow went. (*straight to the target*)
5. Something Dick needed. (*a new bow*)
6. How Indian boys helped. (*killed small animals for food*)
7. Something Uncle Sam remembered. (*that old trunk in the attic*)
8. What Uncle Sam wanted to do. (*have some fun with Dick*)
9. *Target*, twice on the page.
10. *Shoot* and *shooting* as many times as you can. Another word that has *oo* like *oo* in *shoot*. (*food*)

Page 67. New Words: chief wow

Children find in the book and tell:

1. A group of words that tell "when." (*in a little while*)
2. Something Uncle Sam dressed up in. (*a real Indian suit*)
3. Really, How many times.
4. A phrase that tells "where." (*into the yard*)
5. What Uncle Sam said to frighten Dick. (*Wow-ow-ow-ow! Me big Chief! etc.*)

Other Practice

Note the *ow* as in *bow*. Compare with *ow* as in *now*. See list of words on page 201. Compare *bōw-bow*.

GAME — WORDS THAT SOUND ALIKE

The teacher writes lists of *ow* words on the blackboard in mixed order. She then pronounces one word distinctly.

A child pronounces and points out a word that sounds like the word the teacher pronounced. Continue with other words in the list.

2. Note *ar* as in *are: car, far, hard, yard, barn, farm, start, part, party, barked, garden, target.*

3. Note *oo* as in *shoot.* Compare with *oo* as in *look.* See lists on page 201.

Rereading for a Specific Purpose

To develop sensitiveness toward passages expressing certain definite emotions, thus building an attitude toward oral expression. Children may be asked to read the story again to find all the parts that show that:

1. Dick liked to find out about things.
2. Dick sometimes got excited.
3. Dick liked to try things out himself.
4. Dick was willing for someone to show him.
5. Dick could "take a joke."

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 24-25.

Blackboard Exercise. To develop consciousness of differences in sound within the same phonetic elements.

Write on the blackboard both types of familiar *ow* words (see lists, page 201). The children may be asked to group the words according to sounds into two lists: Words that sound like *bōw*; Words that sound like *nōw*.

The same exercise may be used with the *oo* lists. See page 201.

B. RELATED CLASSROOM ACTIVITIES

1. Plan an exhibit or a museum collection for the room. Children collect Indian relics to put in it.
2. Make Indian suits for themselves, including headdress of feathers.

THE LITTLE PEOPLE, pages 68-70

(PART ONE, PAGES 96-98)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture, page 69. What do you think the children are doing? Who is telling the story? Compare the campfire scene with page 22. Indian children like stories, too.

B. READING THE WHOLE STORY

Pages 68-69. Read silently to find out and read aloud or tell:

1. Why Daddy said he could not tell an Indian story. (9 lines)
2. Why the Indians would not tell stories in the summer time. (to the end of page 69, introducing *believed honey listen wigwam tepee*)

What were the Little People? What should animals and people do in the summer time? What would the animals and people do if stories were told? When did the story teller go about from wigwam to wigwam and from tepee to tepee?

Page 70. Read silently to find out and read aloud or tell:

1. All about the story telling. (3 paragraphs, introducing *might, means, Hanio!*)
2. How the little Indian children showed

they were happy to have the story teller come. (1 paragraph, introducing *Heh!*) 3. Why Daddy said an Indian would not tell stories in the summer time. 4. Dick's argument. (3 lines) 5. How Grandmother helped Daddy out. 6. How Daddy told the children he was ready to tell the story. 7. How the children answered.

What does *Hanio* mean? What does *Heh* mean?

Practice, pages 68-70.

Page 68. New Words: believed honey

Children find in the book and tell:

1. The title of the story. 2. A phrase that tells "when." (*after supper*) A little word in *supper*, *up*. 3. A group of words that tells "when." (*when Daddy was reading his paper*) 4. A phrase that tells "where." (*into his chair*) 5. A phrase that tells "what kind of a story." (*about the Indians*)

6. Find another phrase that tells "when." (*in the summer time*) 7. A word that means the cold part of the year. (*winter*) 8. What it was the Indians believed in. (*in fairies*) 9. *believed in fairies*. 10. Another name for fairies. (*Little People*)

11. What the bees must do in summer. (*store their honey*) 12. What the squirrels must do. (*store their nuts*) 13. What people must do. (*grow their corn*) 14. A word that rimes with *bow*, *grow*. 15. A word that tells "whose" corn. (*their*)

How many times can you find *Little People* on the page?

Page 69. New Words: listen wigwam tepee

Children find in the book and tell:

1. A phrase that tells "what" people might stop to do. (*to listen*) 2. Why people might not grow their corn. (*if stories were told*) Think of a word that rimes with *told*, *cold*. 3. Two Indian words for house. (*wigwam*, *tepee*) 4. A phrase that tells

“when.” (*in the winter*) 5. A good name for the picture. (*Telling Stories*)

Page 70. New Words: might means an (*Hanio* *Heh*)

Children find in the book and tell:

1. A phrase that tells “where.” (*by the fire*) 2. A word that means the opposite of standing. (*sitting*) A little word in *sitting*, *sit*. 3. Something the story teller might do. (*might shout*) A little word in *shout*, *out*. 4. An Indian word (*Hanio!*) 5. Another Indian word. (*Heh!*) 6. What *Hanio* means. (*Come sit down, etc.*)

Find all the words in the story that end like *sitting*; all the phrases that tell *when*.

Other Practice

Note the words having like endings —

1. winter butter water
2. camping frying bounding landing
3. might right light night
4. Practice orally, using *an* before words beginning with vowel sounds. Make children sensitive to the sound rather than conscious of the reason why. Write words in mixed order.

an attic	an owl	a trunk	a tepee
an arrow	an orange	a quiver	a wigwam
an animal	an uncle	a target	a tribe
an Indian	an airport	a chief	a trunk

MAKING WORDS BY ADDING ENDINGS

The teacher may write on the board a number of words to which *ing* may be added, without changing the root word, to form other words. In the list should be some words that

do not take *ing* and are obviously wrong when *ing* is added. Children find in the list and add *ing* to those words taking *ing*. See pages 200–201 for list of words ending in *ing*.

Rereading for a Specific Purpose

To promote consciousness of unity within a story, children may be asked to read the story again to decide how much of it goes with definite headings supplied by the teacher. Example:

1. The Time for Stories, lines 1–15
2. The Time for Work, lines 16–23
3. An Indian Story Hour, lines 24–36
4. Grandmother Helps Out, lines 37–47

The children may be asked to read the story, carefully, to decide how much goes with each heading. Later they may read the divisions orally, following the reading of each part with discussion as to why certain paragraphs or sentences are included under a particular heading. Thus may be introduced the first steps in building up a feeling for and appreciation of unity within short sections of a larger whole.

Individual and Group Activities

A. SILENT READING SEATWORK

Blackboard Exercise: To cultivate an appreciation of harmonious blending as well as the ability to choose the correct word.

Use *a* or *an* in these sentences:

1. Dick found arrow-head.
2. Have you attic in your house?
3. Grandfather gave the children billygoat.

4. Mother spread blanket by the fire.
5. I like to play in tent.
6. Did you have egg for breakfast?
7. Dick wanted Indian story.
8. Daddy told joke on Dick.

B. RELATED CLASSROOM ACTIVITIES

1. Continuing activity described on page 57.
2. Planning an Indian Village, making tepees, papoose cradles, bows, arrows, dolls, etc.

INDIAN HOMES, pages 71-74

(PART ONE, PAGES 99-101)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Recall the tepees in Orientation Card, Number 5. Recall that Indian tribes made their homes in different ways and that tepees were made of skins and poles. Children read to find out what other kinds of houses Indians lived in.

B. READING THE WHOLE STORY

Page 71. Read silently to find out, and read aloud or tell:

1. What the Indians used to make their tepees. (7 lines, introducing *skins*.)
2. Why the Indians did not build stronger houses as we do. (3 paragraphs.)
3. Why Indian houses are different. (Last paragraph, introducing *kind* and *tribes*.)

What kinds of Indian houses do you know about? How are wigwams different from tepees?

Page 72. Read the paragraph above the picture and discuss the question and pictures.

Are there other kinds of Indian houses? (Read what Daddy says.)

Pages 73-74. Read silently to find out, and read aloud or tell:

1. Something Dick and Grandfather may decide to do. (2 sentences.) 2. Where they found some queer pictures. (Rest of page 73, introducing *end* and *used*.)

What did the Indians use to write their stories? What do we use to write our stories? Why did the Indians use signs?

Can you read Dick's story? Make up another Indian story and write it with Indian signs on the board. (See page 74.)

Practice, pages 71-74.

Page 71. New Words: skins kind tribes

Children find in the book and tell:

1. A phrase that tells "where." (*by the table*) 2. Why they sat by the table. (*there was a good light*) A word that rhymes with *light*. (*might*) 3. What tepees are made of. (*skins and poles*) A word that rhymes with *poles*. (*holes*)

4. Why the Indians had to move. (*to hunt animals for their food*) 5. The name of a house covered with bark or skins. (*wigwam*) 6. What groups of Indians were called. (*tribes*)

How many times can you find *kind of house* on the page? *tribes? wigwams?*

Pages 72-73. New Word: end

Children find in the book and tell:

1. The different kinds of Indian houses. (Page 72.) 2. What Dick needed to make a tepee. (Page 73.) (*some skins*) 3. Where

Dick found the queer pictures. (*end of the book*) 4. What the Indians did with signs. (*used to write their stories*)

How many times can you find *skins* in the story? *tribes?*
kind of house?

Other Practice

Note the *ou* in *our* and compare with the *ow* in *how*. See list of *ou* and *ow* words on page 201.

Rereading for a Specific Purpose

To develop ability to draw conclusions in the light of stated facts. Children may be asked to read the story again, carefully, to select particular words, phrases, or statements that would determine their answer to certain questions raised. Examples:

1. Daddy knew how to take care of his eyes. 2. Tepees were always made of skins and poles. 3. Animals do not stay in one place for a long time. 4. When Indians were ready to move, they had to decide whether they should take their tepees with them.

5. All wigwams and tepees were alike in one way. 6. The tepee was the easiest kind of house to move. 7. The Indians understood what their signs meant, and could read them as we do words.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 26–27.

Blackboard Exercise: Choosing the right word according to facts in the story. The teacher may write the following sentences or similar ones on the board, listing words with each statement from which a choice must be made to fill the

blank. (Note grouping of words according to similar configurations.)

Children may copy, in each case, the word to be used. If hectographed copies are used, they may underline the correct word.

THE SENTENCES

1. If you wish to read, you should have a good
 might right light night
2. Some Indians could not long in one place.
 play way say day stay
3. All Indian tribes did not like one of house.
 mind kind find kinds
4. The is the best kind of Indian house to take
on a hunt.
 tree bee tepee see
5. Dick thought he could a tepee.
 make take wake late
6. Indians stories too.
 old cold told

B. RELATED CLASSROOM ACTIVITIES

1. Learn to make the Indian signs and to combine them to express meaning.
2. Continue Indian Village project.
3. Read other Indian stories from library books, other readers, or from whatever sources available. (See list of books on page 89.)

Page 75 is intended to be used as the basis for discussing and recalling the stories thus far in the unit, emphasizing appreciations and concepts about Indian life.

Page 76 is intended for individual activity which will heighten appreciations and strengthen concepts.

THE CHILDREN'S TEPEE, pages 77-80

(PART ONE, PAGES 105-108)

Introductory Reading of the Whole Story

The teacher may say, "The children did get a tepee, didn't they? Let's see how they got it."

Page 77. I. The Hunt for Skins

Read silently to find out, and read aloud or tell:

1. How they had planned to get skins for the tepee. (6 lines, introducing *hitched, scout, ahead.*) 2. Where the scout went. (6 lines.) 3. What they found in the barn. (3 lines, introducing *pile, sacks.*) 4. How many sacks Grandfather said they would need. (Rest of the page, introducing *twenty.*)

Pages 79-80. II. Sewing the Skins

Children read silently to find out, and read aloud or tell:

1. The title. (Introducing *sewing.*) 2. Who made the tepees in an Indian family. (2 paragraphs, introducing *squaws.*) 3. What Grandmother brought. (1 paragraph, introducing *strong and thread.*) 4. What they did with the sacks. (Rest of this page and three lines above picture, page 79, introducing *cut.*)

Discuss the picture, page 78. Where is Peggy? Who are the other children? What are they doing? What did they have to have to sew the sacks?

Pages 79-80. III. Putting Up the Tepee

Children read silently to find out, and read aloud or tell:

1. Something else they needed for the tepee. 2. Who went for poles. Where they went. 3. Who put up the tepee. 4. What the children begged for as soon as the tepee was up, and what Grandfather told them. (Page 80.)

How big was the tepee the children made?

Practice, pages 77-80.

Page 77. New Words: hitched scout sacks pile twenty

Children find in the book and tell:

1. What they did with Peanut. (*hitched Peanut to the wagon*) Find a little word in *hitched*. (*hit*)
2. Where they had gone. (*on a hunt*)
3. What they were looking for. (*for skins*)
4. What Grandfather was. (*the scout*) Find a little word in *scout*. (*out*)
5. Where Grandfather had gone. (*had gone ahead*)
6. Where and how the children went. (*down the road*) (*following the scout*)
7. Where the scout went. (*into the barn*)
8. Something Grandfather said. (*Here are our skins.*)
9. What the children found. (*a pile of sacks*)
10. The number of sacks they got. (*twenty*)

Pages 78-79. New Words: sewing squaws strong thread cut

Children find in the book and tell:

1. The title of the story. (Find *sewing* in the title. Find *sewed* on the page.)
2. The Indian word for women. (*squaws*)
3. Something to sew with. (*thread*)
4. A word that tells something about the thread. (*strong*)
5. Three words that tell what they did with the sacks. (*opened, spread, sewed*)
6. What Grandmother showed the children, page 79. (*how to cut out the tepee*)

Pages 79-80.

1. Who went to the woods. (*Grandfather and the boys*)
2. What they went to the woods for. (*for some poles*)
3. What was ready when they came back. (*the skins*)
4. Who put up the tepee. (*they all helped*)
5. What the children begged Grandfather to do. (*come and tell us a story*)
6. Something Grandfather told the children to do. (*wait until tonight*)
7. What Grandfather promised. (*we'll make a fire*)

Other Practice

Note *sc* in: *scout, school*. Note *sk* in: *skins*.

Compare *sc* and *sk* in *scout, skin*. Note that the *c* and *k* have the same sound. See page 202, for *sc* and *sk* words.

Rereading for a Specific Purpose

Children read the story again to prepare to tell someone exactly how to make a tepee. Example:

1. Get twenty sacks. 2. Open the sacks and spread them on the ground. 3. Sew the sacks together. 4. Cut out the tepee. 5. Get some tepee poles. 6. Put up the poles. 7. Put the sacks around the poles.

Individual and Group Activities

Reading and Doing. Use Exercises 28–30

DIRECTIONS FOR MAKING A MOVING PICTURE THEATER

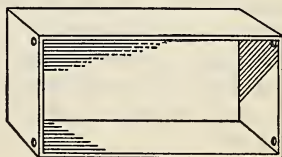
(PRACTICE BOOK, EXERCISE 30)

Material needed: a box; two long thin round sticks

Set the box on one side with the open side in front.

Four holes are needed on the sides near the front edge. Make two holes near the top and two holes near the bottom of these sides. Have the holes just big enough for the sticks to pass through.

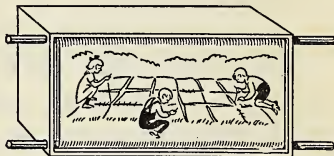
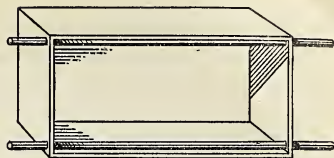
Put one stick through the two top holes, and the other stick through the two bottom holes. The sticks must be long enough to allow projecting ends to be used as handles to turn the movie reel.



The movie reel should be just wide enough to fit inside the opening. Fasten the ends to the sticks with thumb tacks or adhesive tape. Turn the sticks to make the reel pass from one stick to the other.

A name and curtains will give added attraction to the theater.

Blackboard Exercise: To select, from a group of similar words, one or more words that answer a particular question. Write words and instructions on the board. Children read, and do as they are instructed.



SENTENCES

1. Write the names of the children who are making the tepee.

Dick Fred Bill Peggy Mother Daddy

2. Write a word that tells what they did with Peanut.

called washed hitched pulled

3. Write four things they took on the hunt.

skins wagon bows arrows tepee

4. Write the word that tells what Grandfather was.

chief scout head

5. Write a word that tells where the scout goes in a hunt.

behind before ahead

6. Write what they saw in the barn.

Jack sacks back track

B. RELATED CLASSROOM ACTIVITIES

With rectangular pieces of brown wrapping paper, children may practice folding the paper into eighteen squares and cutting the tepee pattern. Practice until each child has cut a successful pattern in miniature. Collect and save for later use. Encourage any desire on the part of the children to make a tepee like Dick and Peggy's.

AROUND THE TEPEE FIRE, pages 81-84

(PART ONE, PAGES 109-112)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

How Indians made fire. Discuss the orientation card number 5, and develop the following concepts and oral vocabulary (words italicized):

1. Indians did not have paper and matches to build fires. What could they use for paper? (*moss, bark, leaves*) For *matches*? (*strike* rocks together) How can you make *sparks* fly?

2. How do you suppose Grandfather will make the fire? Read to find out.

B. READING THE WHOLE STORY

Page 81. Read silently to find out, and read aloud or tell:

1. Something Dick and Peggy did not forget. (2 paragraphs, introducing *promise*.) 2. How Grandfather got ready to make the fire. (9 lines, introducing *tinder*.) 3. What Grandfather did with the rocks. (Last paragraph, introducing *strike*.)

Page 82. Read silently to find out, and read aloud or tell:

1. How Grandfather made the fire. (First paragraph, intro-

ducing *spark, fell, brightly.*) 2. What the children wanted Grandfather to do. 3. Something Grandfather suggested. (*A game.*)

Page 83. Read silently to find out, and read aloud or tell:

1. The name of the game and how to play it. (First paragraph, introducing *Beast, count.*) 2. How Dick got to be "It." (6 lines, introducing *Robin.*) 3. How quickly Peggy could answer. (Rest of the page, introducing *four.*)

Who was right? Why? Who can name three beasts?

Page 84. Read silently to find out, and read aloud or tell:

1. Some Indian words Grandfather and the children used. (*Hanio, Heh.*) 2. What Grandfather said the children must do if they wanted a story. (5 lines, introducing *bat.*) 3. How Dick answered Grandfather. (1 sentence, introducing *question, course.*)

4. How a bat is different from a bird. (5 lines, introducing *teeth.*) 5. What Dick did not know about a bat. 6. What Grandfather decided to do about telling the story. (Rest of the page.)

Do you think the bat is a beast or a bird? Why?

Practice, pages 81-84.

Page 81. New Words: promise tinder strike

Children find in the book and tell:

1. Something Dick and Peggy did not forget. (*Grandfather's promise*) Find *promised* on the page. 2. When the children reminded Grandfather of his promise. (*when it was night*) 3. What Grandfather had promised to do. (*to make a fire in the tepee*) 4. Something else Grandfather was to do. (*tell a story*)

5. Something the Indians did not have. (*matches*) 6. A word that tells what kind of rocks. (*hard*) 7. A word that means "dry wood." (*tinder*) 8. A group of words that tells

what Grandfather did with the rocks. (*began to strike the rocks together*)

Page 82. New Words: spark fell brightly game

Children find in the book and tell:

1. What happened when Grandfather began to strike the rocks together. (*a spark fell on the tinder*) 2. A word that rimes with *bark*. (*spark*) A word that rimes with *well*. (*fell*) A word that ends like *tinder*. (*summer*) 3. A word that tells how the fire burned. (*brightly*) A little word in *brightly*. (*right*)

Think of other words that end like *brightly*: *suddenly*, *really*, *early*.

Page 83. New Words: beast count robin four

Children find in the book and tell:

1. The name of the game. (*Beast or Bird*) A little word in *beast*. (*be*) 2. How quickly to answer in the game. (*before he can count ten*) 3. The name of the bird Dick said. (*Robin*) 4. How quickly Peggy could answer. (*before Dick could count four*)

How many times can you find *beast* on the page?

Page 84. New Words: bat question course teeth

Children find in the book and tell:

1. Two Indian words. (*Hanio, Heh*) 2. The name of a queer animal. (*bat*) Think of words that rime with *bat*: *cat*, *rat*, *sat*. 3. Something Grandfather asked. (*question*) 4. Something a bat has, and a boy has, too. (*teeth*)

Other Practice

1. Note the *ly* in *brightly*. Add *ly* to the following words. Make sentences with the new words: *careful*, *disappointed*, *joking*, *high*, *fine*, *careless*, *like*, *man*, *night*, *polite*.

Rereading for a Specific Purpose

To verify first impressions, children reread the story to be sure they are able to tell about three things the story tells about.

1. How to make a fire without a match.
2. How to play the game, "Beast or Bird."
3. Why a bat is a beast and not a bird.

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercises 31-32.

Blackboard Exercise. The teacher may write riddles, such as the following, on the board. The child reads the riddle to decide first, what animal is talking, then to what class it belongs.

I live in the woods.
I have a long tail.
I am not black.
I am gray or brown.
I put nuts into holes.
I am a

THE STORY OF THE BAT, pages 85-87

(PART ONE, PAGES 113-115)

Introductory Reading of the Whole Story

Page 85. Read silently to find out, and read aloud or tell:

1. What game the birds and beasts planned to play.
2. Who were to play with the beasts and who with the birds.
3. How the animals arranged themselves as they came.

Why would it be hard for the bat to decide where to go?

Discuss the picture, page 85. What animals are in the picture? Is the bat with these animals?

Page 86. The teacher may say, "Find the bat in this picture. Is he with the birds or the beasts? Let's read on to find out."

1. Where the bat went first and what happened. (Introducing *because*.) 2. Why the birds would not have him. (1 paragraph.) 3. What the little bat did next. (Rest of page, introducing *begged*.)

What did the bat himself think he was? What unkind thing did the birds say to the bat?

Page 87. Read silently to find out, and read aloud or tell:

1. Why the beasts decided to keep the bat with them. 2. An unkind thing the beasts said to the bat. 3. How the birds got the ball first and what bird got it. (Introducing *flew, crane*.) 4. Why the beasts could not get the ball.

5. What was happening on the birds' side. (Introducing *winning*.) 6. How the little bat helped the beasts. 7. How the game ended. (Introducing *won*.) 8. Dick's question and the rest of the page.

Do you think the bat is a beast or a bird? Why?

Practice, pages 85-87.

Page 85. Children find in the book and tell:

1. When this story happened. (*long ago*) 2. A word that means "having four feet." (*four-footed*) 3. What animals played with the beasts. (*all the four-footed animals with teeth*)

4. What animals played with the birds. (*all the animals that had wings and were covered with feathers*)

Page 86. *New Words:* because begged

Children find in the book and tell:

1. Where the bat went first. (*to the animals with teeth*)
2. Why the birds wouldn't let him stay. (*because you have teeth*)

3. An ugly thing they said. (*you are too little to help anyway*)
4. A word that means "asked again and again." (*begged*)

How many times did the bat go to the beasts to get a place to play?

Page 87. New Words: flew crane winning won

Children find in the book and tell:

1. How the birds got the ball. (*flew into the air*)
2. The name of a bird that could get the ball. (*the crane*)
3. A word that is the opposite of losing. (*winning*)
4. Two things the bat did for the beasts. (*got the ball, won the game*)

How did the bat surprise the birds and the animals too?
Why is a bat a beast?

Other Practice

Note the silent letter in *beasts*.

Find silent letters in other words, using lists of known words.

leaves	means	clean	eat	please
afraid	beast	coal	paint	read
straight	aboard	each	people	road
steam	tail	teacher	train	wait

Which words have *ea* together? *ai?* *oa?* *eo?*

Children group the words, calling them out and designating the list as the teacher writes them in the proper place.

Children will enjoy pronouncing the words and erasing, in each, the letter that doesn't sound.

GAME — WHICH LETTER DOES NOT SOUND?

The teacher may say, "I am thinking of a word that has an *a* that does not sound, but it is not *road*. What is it?"

Child guesses a word with an *oa* phonogram, saying, "Is it coal?" If he is right, it is his time to think of a word. If he is not right, another child may guess.

Rereading for a Specific Purpose

To promote a consciousness of unity within a story, children may be asked to decide how much of the story belongs with each of these subtitles.

1. Getting Ready for the Game, lines 1-12.
2. No Place for the Bat, lines 13-15.
3. How the Bat Won His Place with the Beasts, 16-29.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 33-34.

Blackboard Exercise: To promote the ability to draw conclusions in the light of stated facts. Write on the board:

Here are the names of some animals. If the animal is a bird, put X before it. Draw one picture of a beast, and another of a bird.

woodchuck	billygoat	bluebird	pig
dog	robin	owl	duck
cub	crane	turkey	puppy
turtle	bat	squirrel	redbird

B. RELATED CLASSROOM ACTIVITIES

1. Use a bulletin board, daily, for a while to post new pictures or interesting bits of information about the bat. Day by day the pictures and information might pertain to: 1. The bat's usefulness to man. 2. Where to find bats. 3. Don't be afraid of bats, etc.

2. Encourage children to ask questions at home; to look in

library books; consult whatever sources available in securing information for the bulletin board. Make much of whatever suitable material a child brings in. Allow him to arrange the bulletin board himself and give much prominence to his work.

THE CHILDREN PAINT THE TEPEE, pages 88-92

(PART ONE, PAGES 116-120)

Introductory Reading of the Story

A. ORIENTATION TO THE STORY

As a brief approach to the story, discuss the tepees in the Orientation Picture Card, number 5. Lead children to observe the designs used, and to try to read the signs found on the tepees.

The teacher may say, "How do you suppose Dick and Peggy painted their tepee? Let's find out."

B. READING THE WHOLE STORY

Page 88. Read silently to find out, and read aloud or tell:

1. What it was that troubled Dick and Peggy at first. 2. How Indians got their *paints*. 3. Colors the children wanted. (Introducing *yellow*.) 4. Uncle Sam's plan. 5. What Dick said he would make. (Introducing *list*.)

Page 89. Read silently to find out, and read aloud or tell:

1. Where the children went to find the things they needed. (1 paragraph, introducing *both*.) 2. What Uncle Sam went to look for. (Rest of page, introducing *clay*.)

Discuss the list, identifying the objects and their names by the number clue.

Page 90. Read silently to find out, and read aloud or tell:

1. What Dick had found. (Nos. 1, 2, 4, identifying plants on list.) 2. What Peggy had found. (No. 8, identifying plant on list.) 3. What Uncle Sam had found. (*clay*) 4. A question Dick asked. 5. Something they needed and why they needed it. (1 paragraph, introducing *stove, boiled, baked.*)

Who can tell three colors Dick's things will make? What color will Peggy's make? Why did Cora say they couldn't use her pans? Was she right? Why?

Page 91. Read silently to find out, and read aloud or tell:

1. How Cora showed she wanted to help. 2. What Uncle Sam told Peggy to do. (5 lines, introducing *half-full.*) 3. How Uncle Sam and Dick got the clay ready. (11 lines, introducing *pound, bags, mixed, cool.*) 4. What they did while the paint was cooking.

Page 92. Read silently to find out, and read aloud or tell:

1. How they made paint. (Last paragraph page 91 and 3 paragraphs page 93, introducing *grease.*) 2. What Dick and Peggy did with the paint.

How many colors do you think Dick and Peggy had? What do you think they will paint on the tepee?

Practice, pages 88-92.

Page 88. New Words: yellow list

Children find in the book and tell:

1. What Dick and Peggy wanted to do. (*to paint*) 2. Where Indians did not get paint. (*at a store*) 3. How Indians got their paints. (*They made their paints.*)

4. Colors Dick said they wanted. (*red and brown, black and yellow*) 5. Colors Peggy said they wanted. (*blue and green*) 6. What Uncle Sam said he would tell them. (*some of the things Indians used*) 7. What Dick said he would make. (*the list*)

Page 89. New Words: clay both

Children find in the book and tell:

1. What Uncle Sam told the children to do. (*Run away, both of you, and see what you can find.*)
2. Where Uncle Sam went. (*to look for clay*)

What is Uncle Sam going to make?

Page 90. New Words: stove boiled baked

Children find in the book and tell:

1. When the children came back. (*in a little while*)
2. What they came back from. (*from the hunt*)
3. Something Uncle Sam had. (*red and yellow clay*)
4. Something to cook on. (*a stove*)
5. How the leaves must be cooked. (*must be boiled*)
6. How the clay must be cooked. (*must be baked*)
7. Something Cora said they could not do. (*use my pans*)

How many times can you find *clay* on the page?

Page 91. New Words: half-full pound bags mixed cool

Children find in the book and tell:

1. A word that tells "how much." (*half-full*)
2. A phrase that tells "where." (*on the stove*)
3. A group of words that tells how to break up the clay. (*pound the clay*)
4. Where Dick and Uncle Sam went. (*to a rock, in the backyard*)
5. What they put the clay in. (*in little bags*)
6. A word that means, "things stirred together." (*mixed*)
7. Something they made while they waited. (*brushes*)
8. Something they waited for the clay to do. (*to cool*)

Think of other words that have the *oo* sound as in *cool, school, tool, too, food.*

Page 92. *New Word*: grease

Children find in the book and tell:

1. What Dick and Peggy wanted to do. (*to try the colors*)
2. What the clay was mixed with. (*with hot grease*)
3. What Uncle Sam brought from the kitchen. (*hot grease*)
4. Where they painted the signs. (*on the front of the tepee*)
5. How they painted the signs on the tepee. (*just as they liked*)

Pages 93-94. *New Words*: floor own (Miss Clark)

Other Practice

1. Note silent *y* in such words as: *clay, say, lay*. (See page 199.)
2. Review double consonant beginnings: *bl, th, tr, st, cl, fr, wh, sh, st, br, pr, gr, sp*. (See pages 198-202 for lists.)

Rereading for a Specific Purpose

There are many word pictures in this story. Example, page 91, "Uncle Sam put the clay in little bags and they pounded and pounded until it was fine. Read the story again and think how many pictures there are. Think of the picture you like best. See how much of the story tells about the picture you like best. Draw a picture that you see in the story, but that is not drawn in your book.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 35-37

Blackboard Exercise: The children may find words in the story that begin with *bl*. Then make lists beginning with *tr, cl, fr, br, gr*.

B. RELATED CLASSROOM ACTIVITIES

Complete the miniature tepees cut from brown paper. The children may paint them *just as they like*. They may arrange their Indian village on a table, or other convenient place using their own tepees. Clothespin Indian men and women may be arranged to represent several activities.

SUMMARY OF THE ACTIVITIES OF THE UNIT

The children may wish to share their Indian exhibit and Tepee with other classes. Plan an Open House day and invite some groups to visit.

A program may be planned by the children to entertain their visitors. Stories from the reader may be read. Poems and other Indian Stories found in library books may be read. Talks may be given about the various Indian articles in their exhibit.

A SUGGESTED LIST OF BOOKS FOR THE LIBRARY TABLE

- How Indians Lived.* Dearborn, Frances. Ginn and Company.
Indian Child Life. Deming, Therese. Frederick A. Stokes Company.
Indian Primer. Fox, Florence Cornelia. American Book Company.
Indian Twins. Perkins, Lucy Fitch. Houghton Mifflin Company.
Indians in Winter Camp. Deming, Therese. Laidlaw Brothers.
Little Eagle. Deming, Therese. Laidlaw Brothers.
Little Indians. La Rue, Mabel Scudder. The Macmillan Company.
Red Feather. Morcomb, Margaret E. Lyons and Carnahan.
Ride the Wind. Phillips, Edith C. Houghton Mifflin Company.
Stories of the Red Children. Brooks, Dorothy. Educational Publishing Company.

UNIT THREE

A FACTORY AND A DAIRY

ORIENTATION CARDS, 7, 8, 9 AND 10

THE BAKER, page 95

(PART ONE, PAGE 123)

Discuss the picture. "He's a jolly baker, isn't he?" the teacher may say. "Let's read the poem. What do you think it is called?"

The teacher should read the poem, aloud, with a joyous swing that carries with it an appreciation of the baker's satisfaction in his work.

Children enjoy the rhythm of the lines, and in the several readings of the poem as a whole, many of them may commit it to memory without any conscious effort to do so. This should be the goal in all teaching of poetry.

The poem will arouse interest in further discussion of breadmaking: talking about breadmaking at home; what they have seen Mother do. Different processes will probably be mentioned. Distinguish between dough for rolls or bread and dough for hot biscuit.

Orientation to the Unit

Card No. 7. This card shows breadmaking at home. Through the use of the illustrations clarify the more or less general procedure of making bread at home. Naturally there will be many variations.

When Mother makes bread again, watch her and see if

you can tell just how it is done. Maybe she will let you try to make some too.

Card No. 8. This card shows breadmaking in factories. The principles involved are practically the same, but because of the quantity, it is necessary to have special machinery.

Concepts to be Established

1. Many people make their own bread at home. 2. It takes certain materials, flour, water, salt, sugar, yeast, and sometimes milk and grease to make bread. (Some people use milk instead of water and put in other things too, though they are not necessary to make good bread.) 3. Bread must be made by some recipe in order to have the right proportion of ingredients. 4. It is necessary for bread to puff up, or rise before baking. 5. Flour is made from grain, chiefly wheat, although rye and oats may be used.

Vocabulary to be Established

flour	oven	biscuit	factory
dough	bake	cookies	machine
rises	bread	cakes	tubs
yeast	rolls	crackers	trays

LUNCH TIME AT SCHOOL, pages 97-100

(PART ONE, PAGES 125-128)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture on page 96. Note that the children are working on their tepee and making other Indian things.

Discuss the title of the story on page 97. The teacher

may say, "What time is it by the school *clock*? What do you suppose the children will have for lunch?"

Since this is midmorning lunch, the children will likely guess *milk*. How is the milk *delivered*? (In *bottles*) How do you drink milk in bottles? (With *straws*) What do you sometimes eat with milk? (*Bread* or *crackers*)

Now read to find out what these children will have for lunch.

B. READING THE WHOLE STORY

Note: The questions listed are planned to help the children to proceed through the stories, getting the main thoughts consecutively. The new words appearing in the stories are listed in parentheses after the questions which call for the reading of them. The teacher helps the pupils with these new words only when necessary, introducing them as in previous lessons. Be sure to read the entire story through consecutively. (See also pages xvii-xviii.)

General procedure for use of the questions:

1. Find the answer by reading silently.
2. Give the answer either by reading aloud or telling.

Page 97.

1. What is the title of this story? 2. What had the children been doing? (*Tom, Tony*) 3. How did the second grade get milk for lunch? (*clock, Jimmy*) 4. How did Patsy and Jane know what to do? (*set, bulletin*) 5. Who else had been chosen to help this morning? (*Sue, pass, crackers*)

How do we know these children could read? Who can guess what time the children had lunch?

Page 98.

1. Did the same children help every day? How can you tell? 2. What happened at the back door? (*hall, (Mr. Nelson) bottles*) 3. Why didn't Mr. Nelson wait? (*deliver, customers*) 4. What did Dick and Jimmy do?

Page 99.

1. What had happened in the room while the boys were gone?
2. What happened when the boys came back?

Page 100.

1. Where did Ned suggest they should get their crackers? Why? (*factory, Ned, father*)
2. Did they plan to go?

Who, in Dick's class, do you think had been to the cracker factory before? Have you been?

Practice, pages 97-100.

Page 97. New Words: clock set bulletin pass crackers (Tom), (Jimmy), (Sue)

Children find in the book and tell:

1. The title of the story.
2. The teacher's name. (*Miss Clark*)
3. What the children were through with. (*their morning's work*)
4. Something that tells the time. (*clock*)
5. Where Dick and Jimmy went. (*to meet the milkman*)

6. What Patsy and Jane had to do. (*to set the tables*)
7. Where the children looked to find out what they were to do. (*bulletin board*)
8. At what time were Dick and Jimmy to go for the milk. (*at ten o'clock*)
9. What Sue was to do. (*pass the straws*)
10. What Mary was to do. (*pass the crackers*)

Page 98. New Words: hall bottles deliver customers (Mr. Nelson)

Children find in the book and tell:

1. Where the children found their names. (*on the bulletin board*)
2. Where Dick and Jimmy went. (*down the hall*)
3. Who was driving up. (*the milkman*)
4. The milkman's name. (*Mr. Nelson*)
5. What Mr. Nelson asked the boys. (*How many bottles do you want?*)
6. The number they needed. (*twenty-one bottles*)

7. Something Mr. Nelson told the boys to do. (*count them out*)
8. Where Mr. Nelson went. (*to deliver milk to his other customers*)

Page 99.

Children find in the book and tell:

1. Where the children were. (*at the tables*)
2. What Sue had done. (*passed the straws*)
3. What Mary had done. (*passed the crackers*)
4. What the milkmen were doing. (*delivering milk*)
5. How the children felt after their work. (*hungry*)

Page 100. *New Words:* factory trip (Ned)

Children find in the book and tell:

1. Something they had no more of. (*crackers*)
2. Miss Clark's question. (*Where shall we get some more?*)
3. Where Mary said they could get the crackers. (*from the store*)
4. Where Ned suggested getting them. (*from the cracker factory*)
5. Someone Ned said worked at the factory. (*my father*)
6. A polite word. (*please*)
7. What it was they planned. (*trip*)
8. When they planned to go. (*the very next day*)

Other Practice

Note the *cl* in *clock*, *Clark*. Recall *climbed* and *clay*.

Note the *str* in *straws*, *straight*, *strikes*, *strong*.

Note the *tr* in *trip*, *trunk*, *tribes*, *trail*, *trap*, *try*.

Note short *y* sound: *Jimmy*, *Patsy*, *twenty*, *factory*, *hungry*.

Rereading for a Specific Purpose

To promote the ability to select data relative to some specific question, children read the story again to find reasons for assuming that Dick's class had a good time at school.

REASONS

1. The children in Dick's class made things at school. 2. They made things big enough to use. 3. They did not have to wait for the teacher to tell them what to do. They had a bulletin board for that. 4. They helped do things for the class. 5. They did not all have to do the same things. 6. They had lunch in the forenoon. 7. They helped to plan things to do. 8. They went on trips to find out about things.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 38-39.

Blackboard Exercise

A "WHO" GAME

Write the following "Who" questions on the board. At one side list the names of the people involved. Children copy the numbers of the questions and write, after each number, the name of the person who said, or did the thing called for.

1. Who said, about the tepee, "I can stand up in it"?
2. Who looked at the clock first?
3. Who got the wagon?
4. Who went for the milk?
5. Who passed the straws?
6. Who set the tables?
7. Who passed the crackers?
8. Who counted out the bottles?
9. Who went to deliver milk to other customers?
10. Who said, "These are all the crackers we have"?
11. Whose father worked at the cracker factory?
12. Who said, "Please take us, Miss Clark"?

Ned	the children	Miss Clark	Tom
Mary	Dick and Jimmy	Mr. Nelson	Ned's
Dick	Patsy and Jane	the milkmen	Sue

B. RELATED CLASSROOM ACTIVITIES

1. Find out if there is a bakery or a cracker factory nearby. If feasible, try to visit it.
2. Collect pictures of different kinds of bread, crackers, or cookies from magazines and arrange on the bulletin board.

THE CRACKER FACTORY, pages 101-110

(PART ONE, PAGES 129-138)

Note: This story will probably require two class periods. It may be divided at the bottom of page 105.

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

The discussion of the orientation picture cards for the unit will have prepared the background for the understanding and appreciation of the stories in the unit. Discuss the picture, page 101. The teacher may say, "The cracker factory has a name. Can you find it? Who can find the same name again in the picture? Now, what is the title of the story?"

B. READING THE WHOLE STORY

Find the answer by reading silently. Give the answer either by telling, or reading from the book.

Page 101.

1. What did Dick call the cracker factory? (*building*)
2. What did Tom and Fred talk about? (*trucks*)
3. Where had Fred seen the trucks before?

Can you guess what Fred's father did? Which one of the children had been to the factory before?

Page 102.

1. How did Miss Clark explain about the trucks? 2. Who went into the factory first? How did the other children follow? (*behind*) 3. Who welcomed the children at the top of the steps? 4. Who was Mr. Hill? 5. How did he make the children feel glad that they had come?

Page 103.

1. What did they see first? 2. How are cracker boxes made? (*pieces, cardboard*) 3. What did Bill wish?

How many people worked at this machine? Why should they make boxes in a cracker factory?

Page 104.

1. What became of the boxes? 2. How fast did the box machine work? (*forty*) 3. What did Harry think he smelled? (*sniffed, cookies*) 4. How was the good smell explained? (*oven, trays*) 5. What did Mr. Hill do to please the children? (*sweet*)

Page 105.

1. What puzzled Dick? 2. What did Mr. Hill tell the children as they went into another room? (*touch*)

Who can tell about how many cookies all of the children together ate? Do you know how to find out? About how many children were in Dick's class? How many cookies did each one eat?

(The first lesson may end here.)

Page 106.

1. What did this room have in it? (*tubs*) 2. How did Mr. Hill explain about the tubs? (*dough*)

How many kinds of dough did the children see? Can you think how big one of these tubs would be? Try to measure it on the floor.

Did Dick find out where so many cookies came from?

Page 107.

1. Why was the dough in such big tubs? (*rising*) 2. What will a little piece of dough do? 3. What did Mr. Hill say would be done with the dough in the tubs? 4. What puzzled Nell? (*pin*) 5. How was Nell's question answered? (*button*) 6. How did Tom show he was surprised? (*Whew!*)

Do you see why the cracker factory must have boxes? Can you tell how many boxes the machine can make in five minutes?

Page 108.

1. What did Dick call the rolling pin? (*giant*) 2. What surprising thing happened? (*marked*) 3. What other surprising things happened? (*shake, salt*)

Page 109.

1. What did Ned think was the best part? (*shelves*) 2. How did this oven work? 3. Where did the men put the crackers to cook? 4. What happened then to make them cook?

About how long did it take the crackers to cook? How was this oven different from mother's oven?

Page 110.

1. How were the crackers packed? 2. What happened when the crackers were ready for the trucks? (*sliding*) 3. How did the visit end?

What can you tell about the visit through the cracker factory? What did you like best?

Practice, pages 101-110.

Page 101. New Words: trucks

Children find in the book and tell:

1. Something about the size of the cracker factory. (*big building*) 2. Where Ned said it seemed bigger. (*inside*) 3. What Tom wanted the other children to see. (*the trucks*) Compare, *trucks, trunks*. 4. Where Tom read some signs. (*on the sides of the trucks*) 5. What came to Fred's store every day. (*one of those trucks*)

Page 102. New Word: class

Children find in the book and tell:

1. Where the trucks take the crackers. (*to the stores and trains*) 2. What Ned called. (*follow me*) 3. Where the children went. (*up the steps*) 4. Where Ned was. (*in front*) 5. Where the others were. (*right behind*) 6. Where they were met. (*at the top of the steps*) 7. Something a man asked Ned. (*Is this your class?*) 8. Who met the children. (*Mr. Hill, Ned's father*) 9. Something Mr. Hill liked to have boys and girls do. (*visit the factory*)

Page 103. New Words: machine pieces cardboard

Children find in the book and tell:

1. What they saw at the top of the steps. (*a big machine*) 2. What the machine was making. (*cracker boxes*) 3. What cracker boxes are made of. (*pieces of cardboard*) 4. How the boxes came out of the machine. (*came rolling out*) 5. How the girls worked. (*very fast*)

Find two little words in *cardboard, card board*.

Page 104. New Words: better sniffed cookies (Harry) oven trays forty

Children find in the book and tell:

1. The number of boxes a minute. (*forty boxes*) 2. How

you will like the next machine. (*better*) 3. What Ned did. (*sniffed*) 4. What Harry thought he smelled. (*cookies*) 5. What Ned told Harry to do. (*wait and see*) 6. Why the cookies were hot. (*had just come out of the oven*) 7. Where the cookies were. (*on big trays*) 8. How many cookies each child had. (*two*)

Page 105. New Words: sweet touch

1. A puzzling question. (*where so many cookies come from*)
2. Something not to do. (*touch the machines*)

(End first lesson here.)

Page 106. New Words: tubs dough rows

Children find in the book and tell:

1. What they saw in a long row. (*tubs*) Think of a word that rhymes with *tubs*, *cubs*.
2. The kind of tubs they were. (*dough tubs*) The silent letters in *dough*.
3. The kind of dough for cookies. (*yellow dough*)
4. The kind of dough for crackers. (*white dough*)

Page 107. New Words: rising pin button whew (Nell)

Children find in the book and tell:

1. What some other tubs had in them. (*dough*)
2. What this dough was doing. (*rising*)
3. What will fill a whole pan. (*a little piece of dough*)
4. When these tubs would be full. (*tomorrow*)
5. What is used to roll out the dough. (*a big rolling pin*)
6. How the man made it work. (*pushed a button*)
7. A surprise word. (*whew*)

Page 108. New Words: giant marked shake salt

Children find in the book and tell:

1. A word that means "very big." (*giant*)
2. Where the dough ran. (*down the board*)
3. What it passed under. (*another machine*)
4. What the machine did to the dough. (*marked*)

the dough) 5. Into how many parts the dough was marked. (*a hundred*) 6. A word that means the opposite of still. (*shake*) A word that rhymes with *shake, make*. 7. What it was that rained down. (*salt*) 8. Where the salt came from. (*the giant salt shaker*)

Page 109. New Word: shelves

1. A queer thing to find in an oven. (*a big wheel*) 2. Where the trays were put. (*on the shelves of the wheel*)

Page 110. New Word: sliding

Children find in the book and tell:

1. A word that means putting into boxes. (*packing*) 2. Two things the children were to do. (*wait, watch*) 3. Something they were to watch for. (*the big boxes*) 4. How the boxes came down. (*sliding*) 5. What each boy and girl had to take home. (*a bag of cookies*)

Other Practice

1. Compare words that are similar in appearance. Children pick out similarities and differences.

wait	sniffed	cookies	truck	shook
walk	sniffing	cooled	trunk	shake
tubs	fast	sweet	row	
cubs	last	switch	show	

2. Note the *ee* in *wheel, sweet*. (See list on page 199.)

Play the game, Describing Words to Guess, see page 24.

Rereading for a Specific Purpose

To associate word pictures with concrete illustrations, thus building an appreciation of descriptive language, children may read the story again to find sentences which best describe the illustrations in the story.

Picture, page 101.	One of those trucks comes to our store.
Picture, page 103.	Another girl was taking the boxes.
Picture, page 105.	Where do so many cookies come from?
Picture, page 106.	"They are dough tubs," said Mr. Hill.
Picture, page 108 (1)	Down the board ran the dough, etc.
Picture, page 108 (2)	Down came the machine and marked.
Picture, page 109 (3)	Then shake, shake, shake down.
Picture, page 109 (4)	The crackers were baked and ready, etc.

Later, children should read their choices of sentences to the group for discussion and comparison.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 40-42.

Blackboard Exercise. To promote ability to recognize, and thus use descriptive words. Write on the board a number of sentences each of which contains one descriptive word. The children copy the number of the sentences and after each number write the one word that tells something about another word in the sentence.

Some practice should be given orally before the exercise from the board is presented.

1. The *pretty* building was a factory.
2. A *new* truck stood by the door.
3. The children climbed some *high* steps.
4. The cookies were on *shiny* trays.
5. There were hundreds of *sweet* cookies.
6. The *yellow* dough was for cookies.
7. The *big* rolling pin began to work.
8. The *thin* dough ran down the board.

B. RELATED CLASSROOM ACTIVITIES

1. Ask Mother for a recipe for bread. Bring to school to read to class.
2. Continue collecting pictures of different kinds of cookies, bread, and crackers.

RIDDLES, page 111

Read silently and write the answers as a comprehension check. Later the riddles should be read out loud for enjoyment.

The class may wish to make up other riddles to ask each other and to add to the list. Example:

Shake, shake, shake
Just before you bake.
Now, of course, you know,
What to shake on the cracker dough.

TRUCKS, page 112

(PART ONE, PAGE 140)

The illustration, as well as the title, will immediately suggest what the poem is about. Call attention to the different kinds of trucks.

The teacher reads the poem out loud while the children listen to get the story. The children listen for the word pictures in each stanza and compare the pictures in the different stanzas.

Allow children who wish to, to read the poem to the class.

The children will enjoy doing Exercise 42, in *Reading and Doing* after having heard this poem.

THE MILKMAN, page 113

(PART ONE, PAGE 141)

To many children the dairyman with his wagon is a familiar sight. There are probably many children, however, who have no conception of how milk is distributed in cities. The preliminary discussion will be guided by the previous experiences of the group.

"You can guess what this poem is about," the teacher may say. "Who can read the title? Listen while I read the poem out loud."

The teacher should read the poem with a rhythm that imitates, in the first line and in recurring places, the slow jog-trot of the horse as he travels his rounds. The other lines, she should read in a brisker rhythm and lighter tone in imitation of the milkman as he hurries to take the milk to Bobbie and Sue.

Children discuss the word pictures and story element of the poem, comparing this milkman with milkmen they know. They will enjoy reading the poem aloud, and may memorize it if they wish.

The following questions about the milkman's work may be discussed: 1. Where does the milkman get his milk? (He may have his own cows or he may get the milk from a central distributing plant.)

2. Where does all the milk come from that is delivered in the city? (Dairy)

Orientation to the Dairy

Continue discussion about where milk comes from.

Card No. 9. This card shows the farmer with a few cows

and how he milks them and disposes of the milk. The farmer may sell his cream as this one does. He separates the milk at home. The cream is sold to a butter factory.

Card No. 10. This card shows a large dairy in contrast with the small farm herd. Feeding and milking cows is the chief occupation at a dairy. Note the large barns, silo, feed racks, stanchions, etc.

Concepts to be Established

1. Most of the milk we drink comes from cows.
2. Cows may be kept in small herds or in large ones.
3. Cows must be fed well and milked regularly.
4. There is a big demand for milk, so many people are engaged in the dairy business.

Vocabulary to be Established

milk	dairy	separator	sheep
cream	barns	cheese	goats
butter	silos	customers	clean
herd	feed	reindeer	dirty

A VISIT TO THE DAIRY, pages 114-119

(PART ONE, PAGES 114-147)

ORIENTATION CARDS 9 AND 10

Introductory Reading of the Whole Story

What kind of dairy do you suppose Miss Clark's children visited? Read to find out.

Note: The method to be used from this point on is the same as in previous units. (See page xvii.) Only suggestions for questions leading the child through the first reading of the story will be listed from this point on. Teachers are expected to frame their own thought questions, using the ideas presented here as suggestive only. The words in parentheses are the new words with which the children may need special help. Note the

number of times each appears on the page. Compare the different phrases it appears in, as for example: *the dairy, his dairy, a big dairy*.

This story will probably require two class periods. It may be divided at the bottom of page 116.

Page 114. 1. What Bill wanted to see. (*dairy*) 2. Something Bill was to ask about. 3. Who would take the children. 4. How they would go. 5. What they were all to ask their Mothers about.

Page 115. 1. When they went. 2. What kind of ride it was. (*hay*) 3. How they got out of the truck. (*scrambled*) 4. Where they went first. 5. What John showed them.

Page 116. 1. What the machine could do. (*once*) 2. Why this is a good way to milk.

Page 117. 1. Seeing the milkhouse. 2. How this place was kept. 3. What the man wanted to show them. 4. How everybody can help the milkman.

Page 118. 1. How the bottle was cleaned. (*turns, rack*) 2. What Jane knew about washing bottles. (*sends*) 3. A way to make butter. (*churn*)

Page 119. 1. Something surprising. 2. What is done to some milk before it is bottled. (*heated*) 3. How everything looked. 4. How cold the storeroom was. 5. Why the store-room should be cold. 6. A happy surprise. (*woman, cheese*)

Practice, pages 114-119.

Page 114. New Word: dairy

Children find the words and phrases in the book and tell in answer to thought questions:

- | | |
|----------------------------|-------------------------|
| 1. The title of the story. | 5. could hardly wait |
| 2. like to see the dairy; | 6. talk of nothing else |
| 3. visit his dairy | 7. ask your mothers |
| 4. big milk truck | |

How many times can you find *dairy* on the page; *Miss Clark*; *Mr. Nelson*; *visit*? Note the silent letter in *dairy*.

Page 115. New Words: hay scrambled cows (John)

Children find in the book and tell:

- | | |
|---|-------------------------------------|
| 1. The next morning | 5. It's a hay ride |
| 2. stood waiting; | (Compare <i>hay</i> , <i>day</i> .) |
| 3. at the back door; | 6. all sitting down |
| (Compare <i>door</i> , <i>floor</i> .) | 7. scrambled out |
| 4. big white truck | 8. just in time |
| (Compare <i>truck</i> , <i>trunk</i> .) | 9. milking machine |

Find two phrases that mean opposite things. (*at the back*, *in front*)

Page 116. New Words: once (Betty)

Children find in the book and tell:

- | | |
|---|---------------------------------------|
| 1. machine can milk | 5. a fast and clean way |
| 2. two cows at once | 6. straight from the cows |
| 3. hurt the cows | 7. no dirt can get in |
| (Compare <i>hurt</i> , <i>dirt</i> , <i>ur</i> , <i>ir</i> .) | (Compare <i>dirt</i> , <i>hurt</i> .) |
| 4. don't like it | |

Who has seen a machine like the one John had? Can you think what makes it work?

Page 117. New Word: pour

Children find in the book and tell:

- | | |
|---------------------------------------|--------------------------------------|
| 1. a long rock house | 6. wash milk bottles |
| (Compare <i>rock</i> , <i>clock</i>) | 7. very dirty bottle |
| 2. was very clean | 8. hard to clean too |
| 3. rows and rows of bottles | 9. pour out your milk; |
| (Note <i>ow</i> in <i>follow</i>) | (Note context clue for <i>pour</i>) |
| 4. was cleaning them | 10. Shake it up and down |
| 5. went round and round | |

Page 118. New Words: few turns rack sends churn

Children find in the book and tell:

- | | |
|---|---|
| 1. over a round brush | 4. the steaming machine |
| 2. gave it a few turns
(Compare <i>turns</i> , <i>burns</i> .) | 5. sends back clean bottles |
| 3. set it on the rack
(Compare <i>rack</i> , <i>Jack</i>) | 6. into another room |
| | 7. into this churn
(Compare <i>churn</i> , <i>burn</i>) |

Page 119. New Words: heated woman cheese

Children find in the book and tell:

- | | |
|---|---|
| 1. into the churn | 4. into the storeroom;
(Two words; <i>store</i> , <i>room</i> .) |
| 2. a hundred pounds | 5. was very cold inside |
| 3. heated and cooled
(<i>oo</i> 's in <i>cooled</i> , <i>school</i>) | 6. a woman was making
cheese. |

Other Practice

1. Note the *ar* sound in *Clark*. Children find other words in the story that have the *ar* sound. *Clark*, *hardly*, *started*, *barn*, *hard*.

2. Compare: *churn*, *burn*, *turn*

3. See pages 199 and 202 for *ar* and *ur* words. 4. Note the *scr* in scrambled.

Rereading for a Specific Purpose

To promote an appreciation of time sequence in stories, children may be asked to read the selection again, picking out the most important happenings of the story in the exact order in which they occurred. Example:

I. Talking about a trip to the dairy

1. Bill will see the milkman about it.
2. All will ask their mothers.

- II. The trip to the dairy.
 - 1. Meeting Mr. Nelson.
 - 2. Fun on the way.
- III. Seeing the dairy.
 - 1. Visiting the barn.
 - 2. Visiting the milkhouse.
- IV. Back to school again

Using the outline on the board as a guide, different children may read aloud, for class discussion and approval, the exact portions of the story belonging to each of the topics listed in the outline.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 44-45.

Blackboard Exercise. To promote an appreciation of sequence of events in a story. The following sentences are to be rearranged in the order of occurrence of the events in the story. (They are arranged in the right order below.)

- 1. Someone thought of visiting a dairy.
- 2. All said, "Let's go."
- 3. They planned to go.
- 4. They asked the milkman if they might visit his dairy.
- 5. They asked their mothers if they might go.
- 6. Mr. Nelson backed the truck up to the door.
- 7. They rode to the dairy on sweet clean hay.
- 8. They went to see the cows first.
- 9. They saw the machine milk the cows.
- 10. They visited the milkhouse next.
- 11. They had cheese and crackers to eat.
- 12. They rode back to school in the truck.

B. RELATED CLASSROOM ACTIVITIES

1. Collect pictures of milk products. See how many different milk products can be found.
2. Make a class book to tell the story of milk.

A GAME TO PLAY, page 120

(PART ONE, PAGE 148)

This is a review story containing only the one new word, *believe*. Call attention to the expression, "make believe," and find it on the page. Read silently and play the game.

Reading and Doing. Use Exercise 46.

**CHILDREN EVERYWHERE DRINK MILK,
pages 121-125**

(PART ONE, PAGES 149-153)

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below, and others as needed, to direct the first reading of the story.

Page 121. 1. Dick's question. 2. Why people in cold places do not have cows. (*live, grass*) 3. What kind of milk they have. (*reindeer*) 4. Another place a cow cannot live. 5. Something to guess. 6. A way to find out.

Page 122. 1. What the animals are good for.
2. Talk about the pictures.

MILK TO DRINK IN LAPLAND, page 123

(PART ONE, PAGE 151)

Page 123. 1. Discuss the picture and the title. 2. Who the children are and why they are dressed as they are. (*snow, Eric, Tena*) 3. Uses of the reindeer.

MILK TO DRINK IN ITALY, page 124

(PART ONE, PAGE 152)

Page 124. 1. Discuss the pictures. 2. Read the title. (*Italy*)
 3. Kind of animal. 4. Where children drink goat's milk.
 5. Children's names. (*Angelo, Lucia*) 6. What it is their
 father has. (*herd*) 7. Where some of the milk is sold. (*town*)

MILK TO DRINK IN ARABIA, page 125

(PART ONE, PAGE 153)

Page 125. 1. Discuss the picture and the title. 2. Who the
 children are. (*Hamil and Zari*) 3. Kind of land they live in.
 (*warm*) 4. Animals they have. (*camels, horses*) 5. What they
 have for a house. 6. Why they move. 7. Uses of the camel.
 (*sand*)

Practice, pages 121-125.**Pages 121-122. New Words:** reindeer live grass

Children find in the book and tell in answer to thought
 questions:

- | | |
|----------------------|---------------------|
| 1. people everywhere | 4. ugh! said Jane |
| 2. cannot live | 5. Grass or hay |
| 3. reindeer milk | 6. guessed the goat |

Page 123. New Words: snow meat clothes (Eric) (Tena)

Children find in the book and tell in answer to thought
 questions:

- | | |
|--------------------------|-----------------------|
| 1. Eric and Tena | 5. use the reindeer |
| 2. snow is on the ground | 6. make their clothes |
| 3. many reindeer | 7. reindeer skins |
| 4. Eric's father | 8. reindeer is good |

Page 124. *New Words:* herd sells town (Angelo) (Lucia)

Children find in the book and tell in answer to thought questions:

- | | |
|----------------------|---------------------|
| 1. to Drink in Italy | 5. to eat the grass |
| 2. Angelo and Lucia | 6. sells in town |
| 3. up the mountains | 7. his customers |
| 4. big herd of goats | 8. fine cheese too |

Page 125. *New Words:* camels horses sand warm (Arabia) (Hamil) (Zari)

Children find in the book and tell in answer to thought questions:

- | | |
|----------------------|-------------------------|
| 1. Hamil and Zari | 5. horses and sheep |
| 2. warm dry land | 6. find water and grass |
| 3. land of Arabia | 7. over the sand |
| 4. father has camels | 8. without water |

Other Practice

Find all the words that have: *ee*; *oo*; two vowels side by side.

Rereading for a Specific Purpose

Children may be asked to read each story again to think of a question they would like to ask. Discuss the questions.

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 47-49.

Blackboard Exercises: Use the book to find a sentence in each story that makes you see a different picture. Write the sentences.

B. RELATED CLASSROOM ACTIVITY

Draw a picture that one of the stories makes you see, but that is not in the book. Put the picture on the bulletin board for other children to guess. Which story is it?

SUMMARY OF THE ACTIVITIES OF THE UNIT

Plan and give a picture-show program for the mothers.

The pictures may show the many uses of milk, and the animals that furnish the world's supply.

A SUGGESTED LIST OF BOOKS FOR THE LIBRARY TABLE

Jimmy the Groceryman. Miller, Jane. Houghton Mifflin Company.

Milk to Drink. Miller, Jane. Houghton Mifflin Company.

New Stories, a Second Reader. Hardy, Marjorie. Wheeler Publishing Company.

Queenie, the Story of a Cow. Orton, Helen Fuller. Frederick A. Stokes Company.

Skags, The Milk Horse. Huber, Miriam Blanton. American Book Company.

A Story of Milk. (Picture Scripts.) Hardwick, Marjory Taylor. Edward Stern Company.

The Story of Milk. Zierbes, Laura, and Wesley, Marian J. Keystone View Company.

Fun at Sunnyside Farm. Minor, Ruby. Ginn and Company.

UNIT FOUR

OUR STORY CLUB

ORIENTATION CARDS 11 AND 12

THE HORSEMAN, page 127

(PART TWO, PAGE 33)

This is an imaginative poem, which should arouse all sorts of fancies about this horseman. Read the poem to the class. Then reread it, allowing the children to read along in concert. Let individual children read the poem if they wish.

Refer to the Contents page and comment about the varied content of this unit. Because of this varied content, there is no general orientation necessary to the unit as a whole. Brief orientations for each individual story however are desirable. Two cards are provided for use with the stories, "The Talking Clock" and "Trains."

READING STORIES, page 129

(PART TWO, PAGE 35) *

Only suggestions for thought questions to direct the continuous and consecutive reading through the story are given. (See the more detailed teaching procedures for Parts One and Two.) The new words are set in parentheses merely as an aid to the teacher. Help on them should be given as needed without, however, stopping to

* These page references are to Part Two of the two-volume edition of *Visits Here and There*.

drill on the words during the introductory reading. The teacher should make a mental note of words and phrases that need special drill during the practice period which always follows the introductory reading.

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture on page 128. If a Story Club has not already been organized in the classroom, the account of the activities of a Story Club may suggest to the children the organization of such a club. The suggestions should come from the children rather than to have a club imposed on them. (See page ix for the use and care of the classroom library or reading corner.)

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 129. 1. How the class would answer the first question. 2. What the children have. (*club*) 3. Where they find their stories. (*library*) 4. What Tom found. 5. Why Tom found a particular story. 6. What Tom did with his story.

Practice, page 129.

Page 129. New Words: club library

Children find in the book in answer to thought questions:

- | | |
|--|-------------------------|
| 1. Story Club
(Compare <i>club</i> , <i>cub</i> .) | 4. pretty library books |
| 2. about the camel | 5. reading and telling |
| 3. (Note little words in big ones, <i>out</i> , <i>am</i> .) | 6. camels of course |

MOVING DAY FOR LITTLE GAZELLE,

pages 130-134

(PART TWO, PAGES 36-40)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the title and the pictures on pages 130 and 131. What kind of people is the story about? Compare with page 125 in the reader. Recall facts about Arabia. How do the Arabians travel? A string of camels traveling along is called a *caravan*. Discuss other caravans, as for example: an auto caravan traveling across a country.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 130. 1. Who was moving. 2. The time of day. 3. What Gazelle saw. (*bit, sky*) 4. When it is hot. (*middle*) 5. When the people sleep.

Page 131. 1. Where they were moving. 2. How they were going. (*travel, caravan*) 3. How they got ready for the journey. (*wheat, picked dates*) 4. How they made butter.

Page 132. 1. When they started. 2. Something Gazelle saw. (*ostrich*) 3. Some fun the children had. (*brothers*) 4. Their plan. 5. How they worked. 6. Who won. 7. The size of an ostrich egg. (*head*)

Page 133. 1. Why Gazelle clapped her hands, and what she said. (*enough*) 2. What Gazelle's father did.

Page 134. 1. How they rested. 2. How Gazelle helped with supper. (*cooked*) 3. On the way again. (*across*)

Compare the work and play of Arabian children with that of American children.

Practice, pages 130-134.

Page 130. *New Words:* bit sky middle (Gazelle)

Children find in the book and tell in answer to thought questions:

- | | |
|--|--|
| 1. moving day
(Compare <i>day</i> , <i>say</i> .) | 6. in the sky
(Note <i>y</i> like <i>i</i> .) |
| 2. little Gazelle | 7. the rising sun |
| 3. nearly morning | 8. lived in Arabia |
| 4. Gazelle sat up | 9. middle of the day |
| 5. bit of red | |

Page 131. *New Words:* travel caravan women wheat picked dates

Children find in the book and tell in answer to thought questions:

- | | |
|--|--|
| 1. move to a new home | 5. Picked dates |
| 2. travel over the sand | 6. shook a big bag
(Compare <i>oo</i> 's in <i>shook</i> , <i>book</i> .) |
| 3. their long caravan | 7. the butter came |
| 4. ground wheat
(Compare <i>wheat</i> , <i>while</i> .) | |

Page 132. *New Words:* ostrich brothers

Children find in the book and tell in answer to thought questions:

- | | |
|----------------------|---|
| 1. the long caravan | (Compare <i>wonderfully</i> , <i>carefully</i> .) |
| 2. started out | |
| 3. saw an ostrich | 6. ten ostrich eggs, (6) |
| 4. her brothers, (2) | 7. Gazelle's head |
| 5. looked carefully | |

Page 133. *New Word*: enough

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------------|----------------------------|
| 1. clapped her hands | 4. one will be enough |
| 2. so glad, so glad, so glad | 5. one of the ostrich eggs |
| 3. an egg for supper | |

Compare: *an egg for supper; eggs for supper.*

Page 134. *New Word*: across

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------|---|
| 1. middle of the day | 6. cooked the ostrich egg |
| 2. everybody lay down | (Compare <i>oo's</i> in <i>cooked</i> , |
| 3. before sunset | <i>looked.</i>) |
| 4. helped her mother | 7. her brothers milked |
| 5. with supper | 8. long caravan, went slowly |

Other Practice

1. Note *ick* in *picked*, *Dick*.
2. Note the *sk* in *sky*; *tr* in *travel*; *wh* in *wheat*; *br* in *brothers*.

See pages 199–202 for lists of words containing these letter combinations.

3. The teacher may write the big words from the story on the board and number them. When she calls a number, the children try to see who can find the little words in the big word first. To add to the fun, children may choose sides. See which side can find the most words.

1. camels	— am	13. ground	— round
2. another	— an, other	14. wheat	— eat
3. calling	— call, all	15. picked	— pick
4. nearly	— ear, near	16. dates	— ate
5. tent	— ten	17. butter	— but
6. doorway	— door, way	18. started	— start
7. bit	— it	19. along	— long
8. seem	— see	20. brothers	— others
9. today	— to, day	21. faster	— fast
10. sand	— and, an	22. carefully	— care, full
11. women	— men	23. sunset	— sun, set
12. everybody	— every, body	24. everything	— every, thing

Rereading for a Specific Purpose

To promote a consciousness of different ways of expressing the same idea. Read the story again to pick out ideas that suggest pictures they might draw for a frieze. Example:

1. Gazelle's father was calling, "Time to get up!" 2. Gazelle ran to the doorway. One little bit of red was in the sky. 3. In Arabia the people sleep in the middle of the day. 4. They were going to travel over the sand with their long caravan of men, women, children, camels, and goats.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 50-51.

Blackboard Exercises. To awaken a consciousness of time and place. Write the following groups of words in mixed order on the board. Children write *when* after those groups that tell *when*. They write *where* after those groups that tell *where*.

WHERE	WHEN
across the hot dry sand	before the sun was up
on the backs of the camels	in the middle of the day
on the hot sand	while it was hot
over the dry sand	before sunset
to a new home	while her brothers milked
in the sky	in a little while
to the doorway	
in the tent	

B. RELATED CLASSROOM ACTIVITIES

1. Choose the best pictures for the bulletin board.
2. Make a poster to represent the story.
3. Can you find some more good stories about people who live in hot dry lands.

PATSY'S STORY, page 135

(PART TWO, PAGE 41)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture. Children recognize that the story children are foreign. Perhaps someone will know that their home is in Holland. If convenient, point out Holland on a world map. Show where we live. Show how we would go if we should wish to visit Holland.

Discuss the size and possible relationship of the three children. The teacher may tell the names, *Yoda*, *Hans*, and *Jacobina*.

B. READING OF THE WHOLE STORY

Children read to find out more about these interesting looking children.

"What interesting thing did you find out about Yoda,

Hans, and Jacobina?" the teacher may ask. "They aren't twins, but *triplets*." Who can tell what we mean by triplets? Do you think it would be fun to be triplets?

THE TRIPLETS AND THE MILK CART, pages 136-141

(PART TWO, PAGES 42-47)

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 136. 1. Why the children liked to be triplets. (*always*)
2. Who had the farm. (*Father Van Neif*) 3. Where it was. (*Holland*) 4. Why Father Van Neif was called a good farmer. (*cabbages, pumpkins*) 5. How Father Van Neif carried his milk to town. (*Drenky*)

What does the story make you see?

Page 137. 1. What Father Van Neif did with the milk. (*sold*) 2. Why the mothers were glad to get this milk.

Discuss the picture. What do you see in this picture that you would not see in our own country? Can you guess why?

Page 138. 1. What happened to Father Van Neif and Drenky. 2. How Mother Van Neif planned to help. (*worry*) 3. Something Mother Van Neif had forgotten. 4. Something that worried the triplets.

Page 139. 1. How the children planned to help. (*heavy*) 2. What Mother Van Neif said. (*three*) 3. How they got off. (*huffing*) 4. Why it was hard work. (*uphill*)

Can you imagine the children hitched to the cart? Who pulled in front? Why did they want to take the milk?

Page 140. 1. How they got over the road. 2. How they delivered the milk. (*street*) 3. Why Father Van Neif was happy again.

Discuss the picture. Identify the children.

Page 141. 1. Who liked Patsy's story. 2. What Fred thought about taking the milk. 3. What Tom thought about Drenky. (*smart*) 4. What Patsy did with her story.

Did you like this story? What do you think about the Van Neif children? Why?

Practice, pages 135-141.

Note: The amount of practice should depend on the needs of the class. Vary it as much as possible. Stress finding the new words as often as they appear on the page.

Page 135. *New Words:* (Yoda) (Hans) (Jacobina) triplets

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------|--------------------------|
| 1. about far-away children | 4. looks like Jacobina |
| 2. Yoda, Hans, and Jacobina | 5. guess what — triplets |
| 3. looks like Hans | 6. Read it, Patsy |

Page 136. *New Words:* cart cabbages pumpkins (Drenky) (Van Neif) (Holland)

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------|------------------------------|
| 1. fun to be triplets | 7. cabbages almost as big as |
| 2. Yoda, Hans, and Jacobina | 8. pumpkins almost as big as |
| 3. liked to work together | 9. gave milk enough |
| 4. always enough of them | 10. hitched Drenky, the dog |
| 5. Father Van Neif | 11. to the little red cart |
| 6. little farm in Holland | 12. Drenky pulling |

Page 137. New Word: sold

Children find in the book and tell in answer to thought questions:

- | | |
|--|---|
| 1. sold his milk in town
(Compare, <i>sold</i> , <i>told</i> .) | 2. were glad to get
3. the good sweet milk |
|--|---|

Page 138. New Words: worry rest minute

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------|-------------------------------|
| 1. home from town | 5. butter and round cheeses |
| 2. got hurt by a pony | 6. Father Van Neif did worry |
| 3. milked all the cows | 7. Think of the hungry babies |
| 4. don't worry | 8. For a long minute |

What name is on the page four times?

Page 139. New Words: whispered heavy three huffing uphill stretch

Children find in the book and tell in answer to thought questions:

- | | |
|---|-------------------------------|
| 1. Then Hans whispered
(Compare <i>whispered</i> , <i>whistle</i> .) | 5. huffing and puffing |
| 2. The cart is not heavy | 6. pulled in front |
| 3. Could deliver the milk | 7. pushed behind |
| 4. The three of them ran
(Compare <i>three</i> , <i>tree</i> .) | 8. road seemed to stretch |
| | 9. Sometimes it was uphill |
| | 10. Sometimes it was downhill |

How many little words can you find in these words: *plan*, *into*, *behind*, *uphill*, *downhill*.

Page 140. New Words: street fed

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------------|---------------------------|
| 1. Van Neifs pulled and
pushed | 3. carefully put the milk |
| 2. up and down the street | 4. the babies were fed |

Page 141. *New Word:* smart

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------|--|
| 1. read it again | 4. was a smart dog |
| 2. to pull the cart | (Compare <i>smart</i> , <i>cart</i> .) |
| 3. to take the milk | 5. to train my dog |

Other Practice

1. Children find all of the words in the story that begin like *triplets*; *Drenky*; *front*; *street*.

Add other known words to extend lists. See pages 198–202. Play the following game.

GAME — WHAT IS THE WORD?

The teacher says, “I am thinking of a word that begins like *drive*, but it is not drive. What is the word?”

Child answers, “Is it *Drenky*?” pointing out *Drenky*. If he is right, he scores for his side and continues the game by saying, “I am thinking of a word that begins like *string*, but it is not string. What is the word?” The child who guesses right continues the game.

If a child should guess a word that is in a wrong list, a point should be taken from his side.

Rereading for a Specific Purpose

To learn to appreciate the feelings and actions of others, and to learn to assume the part of a particular character in a play.

Read the story again for the following purposes:

1. To divide it into scenes.
2. To decide on characters in each scene.
3. To make up additional conversation where needed.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 52–53.

Blackboard Exercises. To play the story well, we must know the people in the story. What do you think each one of these people would do? Draw a line under the right answer.

1. If Yoda had work to do, Hans and Jacobina
would run away and play.
would help do the work.
would sit down and cry.
2. If Yoda and Hans wanted to play one game, Jacobina
would not play anything at all.
would get someone else to play with her.
would play the game with them.
3. If Father Van Neif had work to do, the triplets
would not come near.
would help as much as they could.
would play a game in the yard.
4. If Father Van Neif got hurt, Mother Van Neif
would be afraid to do anything at all.
would do Father Van Neif's work for him.
would go away and leave him alone.
5. If Father Van Neif could not take the milk to town, he
would not care at all.
would turn over and go to sleep.
would worry and worry about the babies.

Find a part of the story that proves each one of your answers is right.

B. RELATED CLASSROOM ACTIVITIES

1. Read other stories about people in Holland.
2. Find pictures that tell about things people in Holland do.
Make posters for the library corner.

DICK'S STORY, page 141

(PART TWO, PAGE 47)

Note: Dick's Story is merely an introduction to "A Scotch Circus" on the next page, and contains no new words.

The children may read the two paragraphs, silently, then talk about why Dick could hardly wait for the club to meet again; what his story was about; why the children wanted Dick's story first.

Discuss circuses they have seen and develop orally, meanings of the following words: *family, fair, parade, curtain, parasol, wire, act, cracked, whip.*

A SCOTCH CIRCUS, pages 142-153

(PART TWO, PAGES 48-59)

Note: This story will probably require three class periods. It may be divided at the bottom of pages 146 and 149.

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 142. 1. What the story is about. (*Scotch*) 2. What the little boy's name is and where he lived. (*Tammas, Scotland*)
3. Why he looked just like you. (*hair, eyes*) 4. What Tammas had to do.

Discuss the picture. Can you guess what is in the cars?

Page 143. 1. Where the children worked. 2. What the show was called. (*Nairn's Wonders*) 3. Where they traveled. 4. How the children played together in the circus. (*Alan, Jeanie, Careen*) 5. What the wagon at the end was for. (*family*) 6. How many there were in the family. (*five*) 7. Where they were at the beginning of the story.

Page 144. 1. Why so many caravans were in the town. (*fair*) 2. Things to see at the fair. (*tricks*) 3. How the Nairns got ready. (*seats*) 4. What they had to do before the show could start. (*parade*) 5. Why the people in the show parade in front of the tents.

Do you think the Nairns had fun? Do you think it would be work too? Why? What do you see in the picture on page 145 that you have seen at a fair or a circus? Compare the caravan in this story with the camel caravan.

Page 146. 1. What Mr. Nairn asked the people to do. 2. Where the Nairn family went. (*curtain*) 3. What the people at the fair did.

Discuss the picture. How many people are in front of the tent? Who are they? Read a sentence out loud that explains the picture.

(The first lesson ends here.)

Page 147. 1. What Jeanie did in the circus. (*parasol, wire*) 2. What the people thought. 3. Something more wonderful Jeanie could do. (*even, lie*) 4. How Jeanie could do it.

Can everybody do Jeanie's trick? Why could she do it so well?

Page 148. 1. What the next part of the show was. (*act*) 2. Who played this time. 3. What he could do. (*flying, drop*) 4. Who helped her father. 5. What she could do.

Discuss the picture. How is Father dressed? Who is the baby in the Nairn family? Can you keep two balls flying? Try it and see.

(The second lesson ends here.)

Page 149. 1. How Tammas was dressed for his act. (*hat*)
 2. Where Jeanie had packed him. (*great, hold*) 3. What else Jeanie put into the ball. 4. A surprising thing she did to the ball. (*closed*) 5. Then what happened.

Discuss the picture. Who is inside of the ball? Can you guess what is going to happen?

Page 150. 1. What Tammas could hear Father saying. 2. What he promised the people. 3. How he let Alan know he was ready. (*cracked, whip*) 4. What Tammas did inside of the ball. 5. A wonderful thing Alan did. (*track*) 6. Where Alan stopped the ball. (*floor*) 7. How the people told Alan his act was good.

Page 151. 1. What Father used instead of the whip. (*gun*)
 2. What the gun would do. 3. How Alan got ready. (*toe, unfastened*) 4. How Alan and Father said they were ready. 5. What happened.

Page 152. 1. What the people in the tent saw. 2. What had happened to the ball. (*burst*) 3. How Tammas got out. 4. What he had in his right hand. (*Stars and Stripes*) 5. What he had in his left hand. (*English*)

Compare our flag with others. Which act do you think was best in the Nairn's show? Why? Which one would be the hardest to do?

Page 153. 1. How the children in Dick's class showed they liked the story. 2. What they thought about Tammas. (*brave*)
 3. What Dick said the rest of the book was about. (*only*)
 4. What the story children did when Dick had finished reading.
 5. What they do every day. Something perhaps you would like to do. (*poems*)

Practice, pages 142-153.

Page 142. *New Words:* hair (Scotch) (Tammias) (Scotland)

Children find in the book and tell in answer to thought questions:

- | | |
|----------------------------|---------------------------|
| 1. A Scotch Circus | 5. Tammias didn't do |
| 2. Tammias was a small boy | 6. Isn't it queer |
| 3. lived in Scotland | 7. All rolled up |
| 4. red hair, blue eyes | 8. Tammias had to do that |

Read a sentence out loud that tells what made him look like you.

Page 143. *New Words:* family five begins (Nairn) (Alan) (Jeanie) (Careen) (Wonders)

Children find in the book and tell in answer to thought questions:

- | | |
|---|-------------------------------|
| 1. Nairn boys and girls | 5. family traveled by caravan |
| 2. Nairn's Wonders | 6. wagon the family lived in |
| 3. in all of Scotland | 7. the family of five |
| 4. big brother Alan
(Compare <i>brothers, brave.</i>) | 8. had been riding all night |
| | 9. other caravans before them |

Recall all the names on the page. Find how many times each name appears.

Page 144. *New Words:* tricks fair seats parade

Children find in the book and tell in answer to thought questions:

- | | |
|---|---------------------------|
| 1. dogs that did tricks | 4. the tent and the seats |
| 2. it was a big fair
(Compare <i>fair, hair.</i>) | 5. the ticket wagon |
| 3. Nairn family hurried | 6. They had to parade |
| | 7. in front of the tent |

Page 146. New Word: curtain

Children find in the book and tell in answer to thought questions:

- | | |
|--|--|
| 1. All the Nairns stood
(Compare <i>stood</i> , <i>good</i> .) | 3. in their bright clothes
(Find <i>right</i> in <i>bright</i> .) |
| 2. told the people
(Find <i>old</i> in <i>told</i> ; silent letter
in <i>people</i> .) | 4. behind their curtain |
| | 5. got tickets |
| | 6. were all seated |

(First lesson ends here.)

Page 147. New Words: wire parasol even lie

Children find in the book and tell in answer to thought questions:

- | | |
|--|---|
| 1. to walk on a wire | 6. there was a trick |
| 2. dressed in Indian clothes | (Compare <i>trick</i> , <i>Dick</i> .) |
| 3. up to the wire | 7. sit down on it |
| 4. was stretched
(Compare <i>stretched</i> , <i>straight</i> .) | 8. even lie down on it
(A silent letter in <i>lie</i> .) |
| 5. taking a parasol | 9. over many times |

Page 148. New Words: act flying drop

Children find in the book and tell in answer to thought questions:

- | | |
|---|---------------------------------------|
| 1. Jeanie was through | 4. drop a ball |
| 2. Father's time to act | (Compare <i>drop</i> , <i>stop</i> .) |
| 3. flying through the air
(Note <i>y</i> like <i>i</i> in <i>flying</i> .) | 5. Little Careen helped |
| | 6. more and more balls |

(The second lesson ends here.)

Page 149. New Words: hat great hold closed feel

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------------------|------------------------|
| 1. behind the curtain | 4. She closed the ball |
| 2. the great shiny ball | 5. It stayed closed |
| 3. big enough to hold him | 6. could feel it roll |
| (Compare <i>hold</i> , <i>told</i> .) | 7. moved it along |

Page 150. New Words: cracked whip track

Children find in the book in answer to thought questions:

- | | |
|--|---|
| 1. Tammias could hear | 4. turned over and over |
| 2. The great last act | 5. inside the ball |
| 3. cracked his whip | 6. started rolling the ball |
| (Find <i>rack</i> in <i>cracked</i> .) | 7. up a little track |
| (Compare <i>cracked</i> , <i>crackers</i> .) | (Compare <i>track</i> , <i>truck</i> .) |

Page 151. New Words: gun toe unfastened

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------------|-------------------------|
| 1. put away his whip | 4. unfastened the catch |
| 2. took out a big gun | 5. waited a minute |
| 3. with his toe | 6. top of the tent |
| (A silent letter in <i>toe</i> .) | 7. smoke and sparks |

Page 152. New Words: burst (Stars and Stripes) (English)

Children find in the book and tell in answer to thought questions:

- | | |
|----------------------------|---------------------------|
| 1. jumped off the ball | 5. jumped out of the ball |
| 2. waving a great flag | 6. guess what |
| 3. Scotch flag | 7. Stars and Stripes |
| 4. The ball had burst open | 8. the English flag |

Page 153. New Words: brave only poems

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------|------------------------|
| 1. Dick was through reading | 3. only the first part |
| 2. Tammias was brave | 4. stories and poems |

Other Practice

Compare *trick, track, truck; rack, crack; rock, clock*. Compare other words with *ick, ack, ock* sounds. See pages 197–201 for lists of these words.

LONG AND SHORT VOWELS

Children point out likenesses and differences in the sounds *ick, ack, ock, uck*. Lead children to discover the element that changes the sound in each case. Write *wreck* on the board. Children find a part of *wreck* that is something like *ick, ack, ock, uck*. Add *eck* to the list. Separate the short vowel sounds a, e, i, o, u.

Using one syllable words that are familiar, develop the long and short vowels. Example, hat, hate. Note the difference in the sound of *a, bit, bite, not, note, cut, cute*, etc. Develop a consciousness of long and short sounds.

Rereading for a Specific Purpose

Since this is a long story and the reading will extend over several class periods, children may be asked to read it again to verify certain questions or statements. For example:

1. In what country was it Tammas lived?
2. Did the Nairns like to work in their father's circus?
3. These children did not live in a house at all.
4. Why had the Nairns come to this particular little town?
5. In how many acts did Jeanie help?
6. What acts were in this circus that you would see in almost any circus?
7. Was there an act in the circus that you have never seen or heard of before? Whose act was it?
8. What was so wonderful about Tammas's act?

Children may also be asked to select titles for the several divisions of the story as in previous longer stories.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 54-56.

Blackboard Exercise. To test memory of details. Children write Yes or No after the following sentences.

1. It was Careen who had two teeth out. (No)
2. It was Scotland where the circus was seen. (Yes)
3. Tammas played with Jeanie. (No)
4. Jeanie played with Father. (No)
5. Careen played with Jeanie. (No)
6. This family traveled by train. (No)
7. Sometimes they rode all night. (Yes)
8. There was a big fair in the town. (Yes)
9. The children knew how to work. (Yes)
10. Jeanie surprised all the people. (Yes)
11. Jeanie cried when she walked on the wire. (No)
12. Father sometimes dropped a ball. (No)
13. The last act was the biggest surprise of all. (Yes)

B. RELATED CLASSROOM ACTIVITIES

1. Make a poster of this story for your library corner.
2. Many children can do certain things well and delight in doing so when encouraged. Perhaps the group may wish to have a circus. What can each one do? Who has a pet that can do tricks? How can they get costumes? What posters can they paint to advertise the show?

THE PEDLAR'S CARAVAN, page 154

(PART TWO, PAGE 60)

"What kind of caravan is this?" the teacher may ask.
"Who has seen a pedlar? Does the Pedlar's Caravan make

you think of another caravan?" The teacher should read the poem aloud. Children tell in what ways the pedlar's caravan is like the Nairns' caravan. They may tell why the pedlar travels from town to town in contrast to why the Nairns do the same thing. They may find in the picture certain things the poem tells about. Then they may read the poem out loud as many times as they wish. Later they may wish to draw the kind of caravan they like best.

After reading this poem the children will enjoy doing Exercise 57 in *Reading and Doing*.

Page 155. Discuss the questions on page 155.

THE TALKING CLOCK, pages 156-160

(PART TWO, PAGES 62-66)

ORIENTATION CARD NO. II

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss briefly how a clock might talk, then read to find out how this particular clock in the story talked. Discuss Orientation Card II showing different types of clocks; grandfather clock, cuckoo clock, banjo clock, electric clock, alarm clock.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 156. 1. What your clock tells you. 2. How your clock has answered when you have talked to it. 3. Why the good man went to the forest to live. 4. What he took with him. 5. What he did with the clock. (*cabin*)

Page 157. 1. Who came to the cabin. 2. Something that puzzled the Indians. (*language*) 3. What they told other Indians about the clock. What other Indians did. 4. What they asked. (*often, ate*) 5. Something they would do all day.

Discuss the picture. Where are these Indians? Why are they puzzled over so simple a thing as a clock?

Page 159. 1. Why the good man was worried. (*visitors*) 2. What an Indian asked about. (*struck twelve*) 3. A trick the man tried to play on the Indians. (*hang, kettle*) 4. How he got rid of them at last.

Why is this a funny story? Could it be true?

Read the rest of the page. What did the story children think about it?

Page 160. 1. How the Indians minded the clock. 2. What time it was when the Indians went away. 3. What the Indians thought Great Chief said. 4. What white people found out from Indians. 5. What Indians found out from white people. (*learned*)

Practice, pages 156-160.

Page 156. *New Words:* cabin tick-tocking same happened beautiful years

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------|---------------------------|
| 1. Talking clock | 5. went to live near them |
| 2. Please clock hurry | 6. now it happened |
| 3. tick-tocking | 7. a beautiful clock |
| 4. wanted to teach | 8. built a cabin |

Page 157. *New Words:* language often ate hour spoke

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------|-------------------------|
| 1. Came to the cabin | 5. Indians were afraid |
| 2. saw the queer thing | 6. the Great Chief |
| 3. talking a language | 7. every day to listen |
| 4. every hour it spoke | 8. often they asked |
| (Note <i>hour, our.</i>) | 9. what Great Chief ate |

Page 159. New Words: visitors struck twelve hang kettle

Children find in the book and tell in answer to thought questions:

- | | |
|----------------------------------|-----------------------|
| 1. send his visitors away | 3. hang on the kettle |
| 2. clock had struck twelve | 4. clock struck three |
| (Compare <i>truck, struck.</i>) | |

See how many times you can find *ock* as in *clock*.

Page 160. New Words: mine learned

- | | |
|---------------------|--------------------------------|
| 1. children laughed | 3. Indians learned many things |
| 2. mine tells me | 4. and we learned |

Other Practice

Note *str* in known words. See page 202 for list of words.

Note *tw* in *twenty, twelve*. Compare with *two*. In which words is the *w* sounded?

Compare *ock, ack, ick, eck, uck* words. See pages 197–202 for list of words. See game page 124.

Rereading for a Specific Purpose

Children may be asked to find, and read aloud, parts of this story for the following purposes:

1. To verify information, as for example, how did the good man get ready to teach the Indians?
2. To prove a point, as for example, how can a clock talk?
3. To show how the Indians felt about the clock at first, then later.

4. To show how the good man felt about his visitors.
5. To show that the Indians were not so simple as you might think.
6. To plan a different ending for the story.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 58-59.

Blackboard Exercise. To give practice in observing common elements in words.

1. Write *ack, eck, ick, ock, uck* words on the board. Children copy them, putting words of like elements together in separate lists. See pages 197-202 for lists of words.

B. RELATED CLASSROOM ACTIVITIES

1. Make a poster of this story for the library corner.
2. Practice telling time. Make a clock on the blackboard and set it to tell the time at different hours of the day.
3. Children make cardboard clocks.
4. Learn to tell time by the sun as the Indians did.
5. Try to find out how people kept account of time before clocks were invented.

INDIAN CHILDREN, page 161

(PART TWO, PAGE 67) *

Recall discussion of Orientation Picture Card, Number 5. Where did Indians once live? Where did the children play?

Listen to the poem. Try to see two very different pictures. The teacher should read the poem, aloud, in such a way as to contrast the place where Indian children used

* *Note:* In Part Two "Grandpa Clock" and "Cuckoo Clock" are substituted for "Indian children."

to play with what we see there today. Emphasize "What a different place today."

Discuss the picture. Children may tell some of the things that might surprise an old Indian if he should come back to the place where he played as a boy.

Children may read the poem aloud.

They may draw one of the two pictures the poem makes them see. They will then enjoy doing Exercise 60 in *My Practice Book*.

TRAINS, page 162

(PART TWO, PAGE 68)

Card No. 12. Before reading the poem, discuss the different kinds of trains on the card. Note that they are passenger trains. Which ones do you see today? How fast do they travel? What do they carry?

Reading of the Poem

The teacher should read the poem aloud, so as to emphasize the movement that is apparent. She should lead the children to see in imagination the endless procession of trains and the great and varied work they have to do in the world.

After several readings the children may discuss the mental images the poem has aroused, and tell about any experiences they may have had with trains. The group will enjoy selecting and reading lines that arouse definite mental pictures. Encourage children to read the poem aloud for added joy and satisfaction.

THE STORY OF TOM THUMB, pages 163-165

(PART TWO, PAGES 69-71)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

The discussion of trains in connection with the poem "Trains" is sufficient orientation about trains. Discuss the title. Make guesses as to who or what Tom Thumb is, then read to verify guesses.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 163. 1. Where the children had been. (*city*) 2. How they went. 3. What they said about the train. (*beauty, air-cooled*) 4. Something a man gave Dick. 5. What Sam asked Dick to do. 6. What the story was about. (*Tom Thumb*) 7. Who made the little engine and when. (*Peter Cooper*) 8. Why Tom Thumb was such an important little engine. (*country*) 9. Something we had before Peter Cooper made the engine. (*railroads*) 10. How the trains were pulled.

Page 165. 1. Something Peter Cooper asked permission to do. (*president*) 2. What the president said about the engine. 3. A surprise for the president. 4. What the little engines all said. (*twee-ee-t*) 5. What the big engines mean when they say "Too-oo-t! Toot!" 6. What the big engines are like and what they can do. 7. Why we shall always remember Tom Thumb.

Practice, pages 163-165.

Page 163. New Words: country, railroads city (Tom Thumb)
(Peter Cooper)

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------|------------------------------|
| 1. to the city | 6. made by Peter Cooper |
| 2. on the train | 7. a hundred years ago |
| 3. was a beauty | 8. made in our country |
| 4. It was air-cooled. | 9. There were railroads then |
| 5. named Tom Thumb | |

Find a group of words that tell **where**; a group of words that tell **how**; two groups of words that tell **when**.

Page 165. New Words: president (Dobbin) kept tweet

Children find in the book and tell in answer to thought questions:

- | | |
|--|--------------------------|
| 1. the president of one of the railroads | 6. kept growing bigger |
| 2. said the president | 7. about a hundred times |
| 3. Dobbin, the horse | 8. big as Tom Thumb |
| 4. other engines were built | 9. made in our country |
| 5. could only say, "Twee-ee-t!" | |

Other Practice

Find all the *oo* words in the story. Make as many lists as there are different sounds: *oo* in *rooms, air-cooled, too, too-oo-t, Cooper*; *oo* in *look, book, good*.

Rereading for a Specific Purpose

To make children conscious of the high points in the story, they may be asked to read it again to decide on certain questions they would like to ask each other. Discuss good questions. Practice making questions together at first.

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercises 61-62.

Blackboard Exercises.

CHOOSE THE RIGHT WORD OR WORDS

beauty	railroads	president	Peter Cooper
country	Tom Thumb	Twee-ee-t	city engine

1. Peter Cooper made
2. Tom Thumb was made in our
3. The of one of the railroads let Tom Thumb run on his tracks.
4. The new trains are one times bigger than Tom Thumb.
5. Tom Thumb was the first steam made in our country.

B. RELATED CLASSROOM ACTIVITIES

1. Make a poster of trains for the library corner.
2. Visit a railroad station.
3. Write letters to the big railroad companies for folders.
4. Find out what it costs to ride on a train.

THE FIRST SNOW, pages 166-168

(PART TWO, PAGES 72-74)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

Discuss the picture. "Do you see anything in the picture that would make you think these children often play in the snow?" the teacher may ask. "Boots, of course and other heavy clothes." Children talk about the snowman; how big he is; what makes him stand up, etc.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Children read to find out all about the snowman.

Page 166. 1. How the children came into the room. (*stamp, glee*) 2. What had happened on the way to school. (*slipped*) 3. What they begged Miss Clark to do.

Page 167. 1. Something Miss Clark thought would be fun to do. 2. If the children wanted to do it. 3. What Miss Clark did. (*tall*) 4. How they made the snowman. 5. How they made him look real. (*mouth, whiskers*) 6. Why Nell thought the snowman was having fun, too. 7. Time to go in.

Page 168. 1. How the children showed they liked their snowman. 2. What they wanted to do with him. 3. What Patsy said about leaving him. 4. Why reading was more fun that day.

Practice, pages 166-168.

Page 166. *New Words:* stamp glee slipped throw

Children find in the book and tell in answer to thought questions:

- | | |
|-------------------|------------------------|
| 1. stamp! stamp! | 4. They had slipped |
| 2. in great glee | 5. please take us out |
| 3. the first snow | 6. to throw snow-balls |

Page 167. *New Words:* tall mouth whiskers soft

Children find in the book and tell in answer to thought questions:

- | | |
|--------------------------|-------------------------|
| 1. Make a snowman | 5. nose and the mouth |
| 2. drove a tall stick | 6. long long whiskers |
| 3. pack the soft snow | 7. having as much fun |
| 4. the stick was covered | 8. See, he is laughing! |

Page 168. Children find in the book in answer to thought questions:

- | | |
|------------------------|---------------------------|
| 1. they caught hands | 3. snow and winter |
| 2. take the snowman in | 4. see him standing there |

Other Practice

Note *ow* in *snow* is like *ow* in *window*. Compare *snow*, *throw*, *window*.

Note *ou* in *around* is like *ow* in *down*. Compare other *ou* and *ow* words. See page 201 for lists.

Rereading for a Specific Purpose

Children may read the story again for the following purposes:

1. To tell exactly how to make a snowman.
2. To imagine what the children said as they worked.
3. To add something else to the story.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 63-64.

Blackboard Exercise. To make children conscious of discrimination in the use of words having somewhat similar meanings.

Demonstrate with a similar sentence on the blackboard.

WHICH IS THE BEST WORD?

1. The children their feet to shake off the snow.
bumped shook stamped
2. Loudly the children sang in great
fun glee gladness
3. He was a snowman.
high tall great

4. His whiskers were
 big tall long
5. The snow and ice made the children and fall.
 jump slip stamp

B. RELATED CLASSROOM ACTIVITIES

1. Try to find other stories or poems about cold and winter.
2. Draw and paint a snow scene.
3. Find out what snow is.

THE SNOW-BIRD, page 169

(PART TWO, PAGE 75)

The teacher reads the poem first, the children listening for the pictures and the story.

Discuss the illustration in connection with what the poem tells about the snowbird. When do we see the snowbird? How may we make this little bird very happy? Why should we feed the birds in the winter time?

Children read the poem, the teacher listening carefully to see that the reading is done in thought units and not in a sing-song fashion.

A CHRISTMAS TREE THAT WOULD NOT DIE, pages 170-174

(PART TWO, PAGES 76-80)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

As a brief approach to the story, the children may discuss the picture. Bring out in the discussion: the time of the year; the kind of weather; what the children are evi-

dently doing. Discuss the title, supplying the word *Die*. Why do you suppose the Christmas tree would not die? Children read to find out.

B. READING OF THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 170. 1. Why the children chose a tiny tree. (*tiny*)
2. The kind of tree it was. 3. How they got it out of the ground.
4. How they set the little tree up when they got it home.

Page 171. 1. Where they put the little tree. 2. How they decorated it. 3. How the children felt about their little tree when Christmas was over. (*loved*) 4. Where they put it.
5. What fun they had with their animal friends. (*apples, hung*)
6. What fun they had with the birds. (*popped*)

Page 172. 1. How the animals and birds behaved. (*scampering*) 2. How the children enjoyed the fun. (*hiding, chickadee*)

Did you ever have a Christmas tree like that? Why do you think it would be fun?

Page 173. 1. Why the old squirrel and the birds came every day. 2. What happened outdoors. (*melted*) 3. How the children felt about their tree now. 4. Why it was in the way. What one of the children said. (*suppose*) 5. How the littlest child felt about it. (*sighed*) 6. A surprise for the children.

Page 174. 1. Why the little tree would not come out of the box. (*root*) 2. How happy the children were. 3. What they decided to do. (*carry*) 4. A surprise for the pine tree.

Practice, pages 170-174.

Page 170. *New Words:* die tiny arms

Children find in the book and tell in answer to thought questions:

- | | |
|--|------------------------|
| 1. Would not die
(Note <i>e</i> is silent.) | 3. take a tiny tree |
| 2. Woodcutter told | 4. packed dirt around |
| | 5. to hold it straight |

Page 171. *New Words:* loved apples hung popped quite

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------------|---|
| 1. in front of the fireplace | 6. red apples were hung |
| 2. quite big enough | 7. kitchen door |
| 3. children loved their tree | 8. which they had popped |
| 4. could not throw it away | (Compare <i>popped</i> , <i>hopped</i> .) |
| 5. put presents on it | |

Find the groups of words that tell **where**.

- | | |
|---------------------------|-----------------------|
| in front of the fireplace | in the snow |
| in the living room | on the Christmas tree |
| on the floor | in the yard |
| around it | to the kitchen door |
| in the garden | |

Page 172. *New Words:* wild scampering hiding chickadee

Children find in the book and tell in answer to thought questions:

- | | |
|--|--|
| 1. Wild animal friends | 4. had been hiding |
| 2. out-of-doors Christmas tree | 5. watching the squirrel |
| 3. scampering or flying
(Compare <i>scamper</i> , <i>scout</i> , <i>fly-
ing</i> , <i>frying</i> .) | 6. and the Chickadee
(Compare <i>chickadee</i> , <i>chickens</i> .) |

Page 173. *New Words:* melted suppose child sighed

Children find in the book and tell in answer to thought questions:

- | | |
|---|--------------------------|
| 1. came for their presents | 4. ready for planting |
| 2. The snow melted
(Compare <i>melt</i> , <i>felt</i> .) | 5. I suppose we must |
| 3. the brown ground | 6. littlest child sighed |
| | 7. straight and green |

Find two groups of words that tell **where**. (*on the little tree, in the fireplace*)

Page 174. *New Words:* carry root

Children find in the book and tell in answer to thought questions:

- | | |
|--|-------------------------|
| 1. had taken root
(Compare <i>root</i> , <i>boot</i> .) | 3. plant it again |
| 2. carry it back | 4. for its wild friends |
| | 5. a beautiful surprise |

Other Practice

Note *igh* in *sighed*, *light*, *right*, *high*, *might*, *night*, *brightly*.

Rereading for a Specific Purpose

To give practice in reading between the lines. Children may read the story again to find certain thoughts not expressed in words. Example:

1. Wild animals become friendly when kindly treated.
2. Sharing with others brings added pleasure to us.
3. We do not need to destroy a tree to enjoy it at Christmas.
4. It is worthwhile to be thoughtful of others.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 65-69.

Blackboard Exercise. To promote the ability to select the right answer in relation to facts stated or implied in a story.

CHOOSE THE RIGHT ANSWER

1. The children went to the woods to get
a tiny tree.
a Christmas tree.
a big tree.
2. The wood-cutter thought
of the children.
of the Christmas tree.
of the forest.
3. The children did
as the wood-cutter wished.
as they pleased.
as their mother told them.
4. The children packed dirt around their little tree
to make it tall.
to make it grow.
to hold it straight.
5. The little tree was
too little to be pretty.
quite big enough.
not at all what they wanted.
6. Wild animals are very friendly when
you drive them away.
you do nothing at all.
you give them good things to eat.
7. If we want beautiful forests, we must
help take care of the trees.
cut down the trees.
do without Christmas trees.

SUMMARY OF THE ACTIVITIES OF THE UNIT

A POSTER AND BOOK EXHIBIT

To summarize the work of the Story Club, it will be interesting to display the books the children have read. If posters were made for the various stories, the books read may be arranged under these posters to indicate what they are about.

Invite another class to a Club Program.

Short book reviews of favorite books may be given.

A SUGGESTED LIST OF BOOKS FOR THE LIBRARY TABLE

Baby Animals. (Mother Nature Series, Book One.) Troxell, Eleanor, and Dunn, F. W. Row, Peterson & Company.

Circus Fun. Smart, B. E., Weimer, T., and Jones, R. G. Benjamin H. Sanborn Company.

The Circus Reader. Buffington, B. E., Weimer, T., and Jones, R. G. Benjamin H. Sanborn Company.

An Engine's Story. Read, Helen S. Charles Scribner's Sons.

The Engineer. Kuh, Charlotte. The Macmillan Company.

How Little Tom Thumb Grew Up. Stevens, Margaret. Talbot Baltimore and Ohio Railroad.

Kit and Kat. Perkins, Lucy Fitch. Houghton Mifflin Company.

Little-Folk Lyrics. Sherman, Frank Dempster. Houghton Mifflin Company.

The Lost Monkey. Rice, Lucia. Newson and Company.

Peacock Pie. de la Mare, Walter, Henry Holt and Company.

Penny Penguin. (Picture Scripts.) Colby, Carolyn. Edward Stern Company.

A Scotch Circus. Powers, Tom. Houghton Mifflin Company.

Stories the Iroquois Tell Their Children. Powers, Mable. American Book Company.

Tambalo. Lide, A. A., and Alison, A. H., Beckley-Cardy Company.

UNIT FIVE
AT THE FIRE STATION
ORIENTATION CARDS 13-14
THE FIRE BELL, page 177
(PART TWO, PAGE 83)

Discuss the title and the picture. Some child may wish to read the poem to the class. The following questions will direct the discussion.

What picture do you see? What sound words do you hear? What words make you know that the cars are in a hurry? Who has seen a fire department hurrying to a fire?

Orientation to the Unit

Recall experiences children have had and discuss the Orientation Picture cards.

Card No. 13. This card shows a close up view of a fire department at a big fire. Note all the apparatus; different cars; trucks; engine; hose; nozzle; the firemen's clothes; the policemen; the rescue going on.

Card No. 14.

This card shows eight pictures depicting causes of fire in the left hand column and the way to prevent these things from happening in the right hand column. Note the methods of preventing fire, and the precautions which should be taken.

Concepts to be Established

1. The fire department protects our homes and rescues people in fires.
2. The fire department should be called when you

see a fire. 3. The department comes very quickly to a fire. 4. Policemen go to fires, too. 5. Most people should not go near the fire.

Vocabulary to be Established. The following words should be made meaningful and should become a part of the spoken vocabulary.

fire department	engine	hose	uniform
ladder truck	firemen	nozzle	rescue
fire alarm	chief	hook	escape

WHO TURNED IN THE ALARM? pages 179-181

(PART TWO, PAGES 85-87)

Note: The first reading of the story should be a joyful experience. Read through the whole story, helping the children get the new words as quickly as possible. Do not drill upon new words during this first reading.

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 179. 1. Why everybody had something to tell. (*shops*)
2. How big a fire it was. (*ladder, extra*) 3. A question Jack asked Dick. 4. How Dick answered. 5. Who helped at the fire. (*Jerry*) What Dick told.

Page 180. 1. Something the children wondered about.
2. Why Bob was happy. 3. Where Bob and his daddy were going. (*park*) 4. What Bob saw. How he made his daddy look. (*yelled*) 5. Something that happened just then (*blaze*)
6. Who knew what to do. 7. What they looked for first.
8. How they got the door of the fire alarm box open. (*broke*)

Page 181. 1. How Bob's daddy sent in the alarm. (*hook*)
2. What they did when the alarm was sent. 3. What happened in about a minute. Something Ned wondered about. 4. How Jerry explained. 5. Where Miss Clark took the class.

Practice, pages 179-181.**Page 179. New Words:** alarm shops ladder extra (Jerry)

Children find in the book and tell in answer to thought questions:

- | | |
|---|----------------------------|
| 1. The title of the story
(Compare <i>alarm, farm.</i>) | 4. There had been an extra |
| 2. The railroad shops
(Compare <i>shop, drop.</i>) | 5. get hurt themselves |
| 3. ladder trucks | 6. drove the biggest |
| | 7. ladder trucks went |

Page 180. New Words: park yelled blaze broke smiles (Bob's) face quick.

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------|---|
| 1. turned in the alarm | 5. "Look Daddy!" I yelled.
(Compare <i>yelled, yellow.</i>) |
| 2. got an extra | 6. a blaze came through |
| 3. going to the park | 7. broke the glass |
| 4. got to the shops | |

Page 181. New Words: hook corner

Children find in the book and tell in answer to thought questions:

- | | |
|---|-----------------------|
| 1. There was a hook inside
(Compare <i>hook, book.</i>) | 3. ladder trucks came |
| 2. pulled the hook down | 4. firemen find you |
| | 5. a fire-alarm box |

Can you tell how to turn in an alarm from a fire-alarm box? Who can tell where there is a fire-alarm box?

Other Practice

Note the silent *e* in one-syllable words ending in *e*. Children find in the story all one-syllable words ending in "*e*."

broke	fire	smoke	blaze	smile
came	face	house	drove	

List other familiar one-syllable words ending in "e."

DESCRIBE A WORD GAME

I am thinking of a word that means, "the place where you live." (*home*) Child points out home and describes another word.

Rereading for a Specific Purpose

To develop an appreciation of sequence. Children read the story again to fix in mind the exact order of events. Teacher and children, together, make a simple outline of the story. Example:

- I. Talking about the fire.
 1. Why some people should not go.
 2. Who should go.
- II. Who put out the fire?
 1. How the alarm was turned in.
 2. Why the firemen came to the box.

Children may be asked to read aloud parts of the story included under certain heads in the outline. The teacher should be careful to see that, in each instance, only the part called for is read.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 71.

Blackboard Exercise. To give practice in remembering details in the order in which they occur. Children number the statements in the order in which they occurred in the story. (The statements are listed here in the right order.)

HOW THE ALARM WAS TURNED IN

1. Daddy and Bob were going to the park.
2. Bob saw smoke coming out of a roof.
3. He yelled, "Look Daddy! Smoke!"
4. As they looked at the smoke, a blaze came through.
5. They ran as fast as they could to a fire-alarm box.
6. Daddy broke the glass.
7. Then he pulled the hook down.
8. Daddy and Bob waited at the box to show the firemen where to go.
9. In about a minute the fire chief came.
10. Jerry told the children how the firemen found the box.

B. RELATED CLASSROOM ACTIVITIES

1. Children locate fire-alarm boxes near their homes.
2. Make a map of the streets near the school and mark the places where fire-alarm boxes may be found.
3. Get acquainted with a fireman and learn about his work. Visit a fire station if possible.

HOW THE FIREMEN FOUND THE BOX,

pages 182-184

(PART TWO, PAGES 88-90)

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 182. 1. What they found at the corner. 2. Something the children did not know how to do. (*send*)

Page 183. 1. A wire and where it went. (*pointed*) 2. Something that happened in the engine house. (*bell, ring*) 3. Something else that happened in the engine house. (*click*) 4. How the big bell began to ring. (*ding-dong*) 5. How the firemen got off to the fire.

Page 184. 1. How the firemen found out where the fire was.
2. Why Ned and Jerry wanted to be firemen. 3. The kind of men it takes to be firemen.

Who can tell what happens in an engine house when an alarm comes in?

Practice, pages 182-184.

Page 182.

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------|------------------------------------|
| 1. red box on the pole | 3. send in a fire-alarm |
| 2. fire-alarm box | (Find <i>end</i> in <i>send</i> .) |

Page 183. New Words: pointed bell ring click ding-dong

Children find in the book and tell in answer to thought questions:

- | | |
|-------------------------|-----------------------------|
| 1. pointed to a wire | 4. began to ring |
| 2. pulled the hook down | 5. went click, click, click |
| 3. a little bell | 6. went ding-dong |

Find all the groups of words you can that tell **where**.
Find the groups of words that tell: what Miss Clark did;
what a fireman did; what other firemen did.

Page 184. Children find in the book and tell in answer to thought questions:

- | | |
|-------------------------|------------------------|
| 1. shops were burning | 3. brave, good men |
| 2. like to be a fireman | 4. to protect our city |

Other Practice

Note *ick* in *click*. Recall other *ick* words.

Find *um* in: *number, jumped, Jumbo, summer, pumpkins, bumped*.

Rereading for a Specific Purpose

To learn to think and act in relation to a particular situation. Children read the story again to find a scene to play. They read the scene to find out: the setting; characters needed to play each part; conversation.

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercise 72.

Blackboard Exercise. To teach children to organize a few sentences in logical sequence. Write these directions on the board.

Write three sentences to tell what you would do if you should see smoke coming out of a roof. Use your book to help you spell the words.

The teacher may write, on the board, other words the children think they may need.

B. RELATED CLASSROOM ACTIVITIES

1. Draw a serial picture to tell Bob's story, or draw a serial picture to tell what happened in the engine house when the alarm came in.

2. Allow children to reproduce a fire department in miniature in the classroom.

A LETTER, pages 185-187

(PART TWO, PAGES 91-93)

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 185. 1. Why Jerry came to school early. (*grade*)
2. What Miss Clark said about the letter. 3. Who soon came to school. 4. What Jerry said to each one. (*whispered*) 5. How the children found out about the surprise. (*quiet*)

Page 186. 1. What the letter said. 2. How Miss Clark and the children talked about going to the fire-engine house. 3. How they got ready to go.

Page 187. 1. What they planned to see at the fire-engine house. 2. Something you may do, if you have not been before.

Practice, pages 185-187.

Page 185. New Word: quiet

Children find in the book and tell in answer to thought questions:

- | | |
|--|--|
| 1. got to school early | 4. Jerry whispered to |
| 2. A letter for our grade | (Compare <i>whispered</i> , <i>whistled</i> .) |
| (Compare <i>grade</i> , <i>made</i> .) | 5. in their seats and quiet |
| 3. a lovely surprise | (Compare <i>quiet</i> , <i>queer</i> .) |

Page 186. Children find in the book and tell in answer to thought questions:

- | | |
|--------------------------|--------------------------|
| 1. our fire-engine house | 3. make a list of things |
| 2. It isn't far | 4. on the blackboard |

Page 187. Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------|-----------------------|
| 1. the ladder truck | 3. the sliding pole |
| 2. machine that tells | 4. the alarm comes in |

Other Practice

Note the *gr* in *grade*; *wh* in *whispered*; *qu* in *quiet*.
See pages 200-202 for lists of these words.

Rereading for a Specific Purpose

Reread to choose the characters for leading parts, and to dramatize, children should carry out the action spontaneously and supply the necessary conversation.

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercises 73-74.

Other Exercises: Read the letter again. Look carefully to see how it is written on the page. Write a letter to someone you know.

B. RELATED CLASSROOM ACTIVITIES

1. Think of something funny that might have happened on the way to the fire-engine house. Draw a picture to tell what happened. Then make up a story about your picture to tell the class.

2. Continue work on the classroom fire department.

A VISIT TO THE FIRE-ENGINE HOUSE, pages 188-194

(PART TWO, PAGES 94-100)

Note: This story will probably require two class periods. It may be divided at the bottom of page 191.

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 188. 1. Who went to the fire-engine house. 2. Who met them there. (*Harry*) 3. How Mr. Brown welcomed the children. 4. Something he told them to do and why. (*dash*) 5. What Tom wished would happen.

Page 189. 1. Mr. Brown's plan. 2. How he explained about the button. 3. What happened when Mr. Brown pushed the button.

Page 190. 1. What the firemen did. 2. Where they went. 3. What kind of fire it was. 4. Something that amused Mr. Brown. (*frightened*) 5. How Harry explained. 6. Something about firemen. 7. Something Jerry wanted to see.

Page 191. 1. How they learned about the ladder. 2. Why Jane was worried. (*fall*) 3. Something else about firemen.

(The first lesson ends here.)

Page 192. 1. What the firemen did with the engine and truck. 2. Something that surprised the children. (*nozzle, lift*) 3. Why a nozzle must be heavy. 4. Something else about firemen. 5. Something all the children wanted to try on.

Page 193. 1. What the children thought about the hat. 2. How Mr. Brown explained about the hat. (*dangerous*) 3. Something else that is heavy. (*boots*) 4. Something Jerry could not lift at all. (*coat*)

Page 194. 1. Why only firemen should go to a fire. 2. Where the children saw the things in the picture.

How many of the things in the picture can you name? How many of them have you seen? Can you tell how each one is used?

Practice, pages 188-194.

Page 188. *New Word:* dash

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------|------------------------------|
| 1. The fire-engine house | 4. you know at any minute |
| 2. shaking hands with him | 5. might have to dash out |
| 3. ask all the questions | 6. wish the alarm would ring |

How many people say something on this page? Who are they?

Page 189. Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------|--------------------------|
| 1. not have a real fire | 4. bell went ding-dong |
| 2. showed them just where | 5. Some were running |
| 3. push this button | 6. sliding down the pole |

Page 190. *New Word:* frightened

Children find in the book and tell in answer to thought questions:

- | | |
|--|------------------------|
| 1. jumped to their places | 4. happened so quickly |
| 2. Ding-dong-ding | 5. was a real fire |
| 3. I frightened you | 6. in half a minute |
| (Find <i>right</i> in <i>frightened</i> .) | 7. the ladder go up |

Page 191. *New Word:* fall

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------|------------------------------|
| 1. followed Mr. Brown | 4. looked very small |
| 2. made the ladder go | 5. afraid the man would fall |
| 3. climbed to the top | 6. how to climb ladders |

(First lesson ends here.)

Page 192. *New Words:* nozzle lift

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------------|-------------------------|
| 1. in their places again | 5. it was so heavy |
| 2. big doors were closed | 6. water would burst it |
| 3. a big shiny nozzle | 7. hat from its rack |
| 4. can lift this nozzle | 8. Whew! Tom whistled |
| (Find <i>if</i> in <i>lift</i> .) | 9. wanted to try on |

How many times can you find *nozzle* on the page? Find two words that tell something about the nozzle. Find a word that tells something about the firemen.

Page 193. *New Words:* dangerous boots coat

Children find in the book and tell in answer to thought questions:

- | | |
|--|---------------------------------------|
| 1. What a heavy hat | 4. The children lift them |
| 2. into dangerous places | 5. Try to lift a coat |
| 3. What heavy boots | (Compare <i>coat</i> , <i>coal</i> .) |
| (Compare <i>boots</i> , <i>shoots</i> .) | 6. I can't lift one |

Page 194. Children find in the book and tell in answer to thought questions:

- | | |
|----------------------------|---------------------|
| 1. clothes to protect him | 3. They cannot help |
| 2. other people should not | 4. the ladder truck |

Other Practice

Note *ong* in strong. Compare *ing*, *ang*, *ong*, *ung* words. See pages 198–202 for lists of these words.

Note *ell* in *bell*; *all* in *fall*. Compare *ell*, *all*, *ill* words. See pages 198–200 for lists.

Rereading for a Specific Purpose

To prepare for dramatization. Children read the story again to divide it into scenes; choose characters; make up additional conversation whenever it is needed.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 75–77.

Blackboard Exercise. To make children conscious of descriptive words. Fill each blank with an appropriate

word taken from the list. The same word may be used several times in different sentences.

1. Firemen are, and
 2. A fireman's boots are, and
 3. A fire may be, ...
 4. A nozzle is, and
 5. The pole is, and
 6. A fire-engine is, and
- | | | | |
|--------|-----------|-------|--------|
| quick | black | brave | heavy |
| hat | strong | big | pretty |
| little | dangerous | shiny | fast |
| tall | | | |

B. RELATED CLASSROOM ACTIVITIES

1. Continue work on the classroom fire department.
2. Find out what each article in the picture on page 194 is called and how it is used.
3. Watch the paper for accounts of fires. Find out how most fires start.
4. Try to find out about brave things firemen do. Tell the stories to the class.

THE LITTLE MACHINE, pages 195-196

(PART TWO, PAGES 101-102)

Note: Since this story is very short, and factual in nature, it is suggested that the entire story be read through silently to test the comprehension of the different children in the group.

Special Procedure

Pages 195-196. New Words: sent narrow strip desk

Look at the picture, page 196. Associate the words *narrow strip*, with the strip of paper in the machine. Children find *arrow* in *narrow*, *trip* in *strip*.

Arouse curiosity as to how this machine works; how it helps the firemen; what the holes in the strip of paper mean. Associate *desk* with the object.

When children are thoroughly interested tell them they are:

1. To read the whole story silently, as quickly as they can; 2. When they are through reading, they are to close their books and leave them closed.

The following sentences may be hectographed or written on the board.

CHOOSE THE RIGHT WORD

1. The children had seen a box.
farm barn horn fire-alarm
2. The little machine said
Dick tick click pick clippety-clap
3. A of paper is a long narrow piece.
trip whip strip lift
4. The machine made in the paper.
poles holes sold rolls
5. The holes in the paper told the of the box.
summer number remember
6. There is always one man at a fire-engine house.
shake take awake make
7. The man pushes a button that a big bell.
sings things brings rings
8. The big bell is
upstairs downstairs high round

Later, children reread the story to prove whether certain answers are right. Finally, one child may read the entire story aloud.

A NARROW ESCAPE, pages 197-200

(PART TWO, PAGES 103-106)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Children discuss the picture and the title. Who do you suppose had a narrow escape? Read the story to find out.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 197. 1. The cat's name. (*Midnight*) 2. What Mr. Brown called to the cat. 3. What he said about the cat. (*patted*)

Page 198. 1. Why the fire-engine and ladder truck went out. (*sounded*) 2. What went to help. 3. What was burning. 4. How the people were protected. (*policemen, ropes.*) 5. Something the people saw.

Page 199. 1. What the chief thought of first. 2. What the fireman did to try to save the cat. (*rescue*) 3. How Midnight tried to save himself.

Page 200. 1. Why the people yelled and clapped. (*safe*) Whose cat he is and how they feel about him. (*since*) 3. How Midnight behaves when the fire bell rings. (*sight*) 4. How they said good-by. 5. What Dick thought about the visit to the fire-engine house.

Can you think of another name for the story? (A Rescue) Why is *A Narrow Escape* a good name?

Practice, pages 197-200.

Page 197. *New Words:* escape patted (*Midnight*)

Children find in the book and tell in answer to thought questions:

- | | |
|--------------------------|------------------------|
| 1. came downstairs again | 4. patted the cat |
| 2. look at Midnight | 5. had a narrow escape |
| 3. on the ladder truck | |

Page 198. New Words: sounded policemen ropes done

Children find in the book and tell in answer to thought questions:

- | | |
|---|--|
| 1. the alarm sounded
(Compare <i>sounded</i> , <i>bounded</i> .) | 3. had stretched ropes
(Note the silent "e".) |
| 2. The policemen | 4. stood Midnight |

Find three groups of words that tell "why." (*to find the fire; to keep people back; to stop the blaze.*)

Page 199. New Word: rescue

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------|--|
| 1. shouted the chief | 4. to rescue the cat
(Another word for <i>rescue</i> .) |
| 2. ladder was going up | |
| 3. a fireman was climbing | 5. Then Midnight jumped |

Page 200. New Words: since sight safe

Children find in the book and tell in answer to thought questions:

- | | |
|--|--|
| 1. yelled and clapped | 4. men are out of sight
(Compare <i>sight</i> , <i>right</i> .) |
| 2. Midnight was safe
(Note silent "e".) | 5. on the gate and watches |
| 3. had him ever since | |

Other Practice

List words from the story that have silent letters. Children pronounce the words and cross out the silent letter in each word.

Note *qu* in *quick*; find *ick*.

Rereading for a Specific Purpose

To prepare to read to another class. Stress reading in thought units, visualizing scenes, and taking the part of the character.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 78.

Blackboard Exercise. Find a sentence in the story "A Narrow Escape" that makes you see the best picture. Draw the picture, then write the sentence under the picture.

B. RELATED CLASSROOM ACTIVITY

Children look for other stories of how animals have been saved, or how animals have saved people. They may tell their stories at the story hour.

ENGINE HOUSE NO. 2, pages 201-202

(PART TWO, PAGES 107-108)

Introductory Reading of the Whole Story

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 201. 1. Where the engine house is. 2. Why people stop. 3. Discuss the picture. 4. What have the children done?

Page 202. 1. What you should see inside. (*uniforms*)
2. Why so much hurrying about. (*busy*) 3. Why so much noise. (*clang, clear*) 4. How the firemen put out the fires. (*swish*) 5. The firemen's uniforms. 6. Why firemen have to work hard.

How is the children's engine house like Mr. Brown's engine house? How do you suppose they made it?

Practice, pages 201-202.

Pages 201-202. New Words: pasted uniforms clang clear busy swish

Children find in the book and tell in answer to thought questions:

- | | |
|--------------------------|-------------------------|
| 1. fire engine pasted | 4. clang, clang, clang |
| 2. firemen in uniforms | 5. clear the road |
| 3. firemen are very busy | 6. swish goes the water |

Count the noisy words on the two pages.

Rereading for a Specific Purpose

Children read the story again silently, to select a word picture to read aloud. They read aloud and discuss the parts selected.

A SURPRISE PACKAGE, pages 203-207

(PART TWO, PAGES 109-113)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Children read the title and tell briefly about surprise packages they have received. They guess what surprise this package might contain for the second grade. They read to find out.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 203. 1. How the package came to the room. (*Jake, janitor*) 2. Where Jake got it. 3. Something the children could not guess. 4. How they guessed who sent the package. (*department*) 5. A surprise for Jerry, too.

Page 204. 1. How the children showed they liked the surprise. 2. What the books were about. 3. What Miss Clark suggested that they do first. Stories the children found in the books. (*rags*) 4. The story they all wanted to read first.

Page 205. 1. A careless thing to do. (*ironing, telephone rang*) 2. Why Mrs. White did not come back to the kitchen. 3. What happened in the kitchen. (*cloth*)

Page 206. 1. How the fire department was called. (*neighbor*) 2. How Mrs. White was reminded of the iron. 3. How the fire was put out.

Page 207. 1. A fire Bill knew about. 2. Other stories about fires. Miss Clark's plan and what the children thought of it. (*own*) 3. A surprise for Mr. Brown.

Practice, pages 203-207.

Page 203. New Words: package janitor department (Jake)

Children find in the book and tell in answer to thought questions:

- | | |
|---|---|
| 1. a package for your grade
(Find <i>pack</i> in <i>package</i> .) | 3. Fire Department
(Find <i>part, men</i> .) |
| 2. Jake, the school janitor
(Find <i>an, or in janitor</i> .) | 4. had sent the package |
| | 5. send us a present |

Page 204. *New Words:* aloud rags

Children find in the book in answer to thought questions:

- | | |
|---------------------------|-------------------------|
| 1. the package was opened | 3. from old greasy rags |
| 2. that started itself | 4. story about matches |

Page 205. *New Words:* ironing telephone rang cloth

Children find in the book in answer to thought questions:

- | | |
|---------------------------|------------------------|
| 1. Mrs. White was ironing | 4. talk with someone |
| 2. the telephone rang | 5. iron in the kitchen |
| 3. to turn off the iron | 6. It burned the cloth |

Page 206. *New Word:* neighbor

Children find in the book in answer to thought questions:

- | | |
|-----------------------------|-----------------------------|
| 1. a neighbor saw the smoke | 4. fire engines clanging |
| 2. ran to the telephone | 5. she smelled smoke |
| 3. the fire department | 6. firemen put the fire out |

Page 207.

Children find in the book in answer to thought questions:

- | | |
|--------------------------|----------------------|
| 1. one house caught fire | 3. are as good as |
| 2. telling about fires | 4. make our own book |

Other Practice

Note *ack* in *package*; *ake* in *baked*, *Jake*, *wake*, *make*, *take*. Compare *story*, *stories*. Practice making plurals of words ending in *y*. See list page 202.

Rereading for a Specific Purpose

To read aloud to another class. (Prepare only the story, "I Smell Smoke.")

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercises 79-81.

Blackboard Exercise. To express one idea clearly without detail. Write on the board several sentences that express clear-cut ideas. Children choose one idea to represent in a picture. Example:

1. Mrs. White was ironing.
2. Mrs. White and Mrs. Smith were talking over the telephone.
3. The iron got very, very hot.
4. The fire engine came clanging up to the front door.
5. Mrs. White remembered the iron.

SUMMARY OF THE ACTIVITIES OF THE UNIT

1. If the children have built a classroom fire department, they may wish to demonstrate how to operate it. Invite another class or their parents. Choose committees to plan what to do.
2. Arrange an exhibit of all the related activities carried on during the reading of the unit.

A SUGGESTED LIST OF BOOKS FOR THE LIBRARY TABLE

Adventures in a Big City. Peardon, Mrs. C. C., and Comegys, Z. De M. The Macmillan Company.

Binkie and the Firemen. (Picture Scripts.) Coffin, R., and others. Edward Stern Company.

City and Country. (Citizenship Readers.) Ringer, E. H., and Downie, L. C. J. B. Lippincott.

The Fireman. Kuh, Charlotte. The Macmillan Company.

The Fireboat. (Picture Scripts.) Coffin, R., and others. Edward Stern Company.

Jip and the Fireman. Read, Helen S. Charles Scribner's Sons.

Old Strawberry and Molly. (Picture Scripts.) Tchalka, Florence Mathews. Edward Stern Company.

Tabby and the Boat Fire. (Picture Scripts.) Coffin, R., and others. Edward Stern Company.

UNIT SIX
IN THE ROCK GARDEN
ORIENTATION CARDS 15 AND 16

THE DAY BEFORE APRIL, page 209

(PART TWO, PAGE 115)

Discuss the Unit title and the picture. Where is the little girl? What is she doing? What time of the year is it?

The teacher reads the poem aloud. Contrast the poem with the one on page 1, giving an autumn scene. Then lead into the further discussion of spring.

Orientation to the Unit

How do the woods where you live look in April? Do the woods everywhere look the same in April? Discuss spring flowers, supplementing the children's information with the pictures on the two orientation cards.

Card No. 15 is a picture of a rock garden. Note the natural setting of trees, woods, and rocks. How has the garden been made more beautiful? (flowers, pool, bird bath, bird house)

Card No. 16 is a close-up of some spring wild flowers growing in different sections of the United States. Which can the children identify? Pictures of the bloodroot and Jack-in-the-pulpit are found in the reader.

Concepts to be Established

1. Flower gardens are lovely places for children and grown-ups to enjoy.
2. Rock gardens are sometimes possible where only thin surface soil is available. They make a beautiful

place in which to play and work. 3. Birds are attracted to beautiful gardens. 4. Many little creatures live in the garden. 5. People are happier among beautiful surroundings. 6. It is pleasant to work with flowers.

Vocabulary to be Established. The children should become familiar with the spring flowers growing in their neighborhood. They should also know some of the spring animals by name.

SPRING FLOWERS	GARDEN CREATURES	OTHER WORDS
mayflower	robin	lily-pads
trillium	bluebird	goldfish
dandelion	nuthatch	tadpoles
sorrel	chickadee	clump of flowers
buttercups	butterfly	stems
bloodroot	moth	cocoon
jack-in-the-pulpit	worm	hatch
lady slipper	ants	
cowslip	frog	
iris	toad	
daffodils	garden snake	
cactus etc.		

A VACATION, pages 211-212

(PART TWO, PAGES 117-118)

Note: The first reading of the story should be a joyful experience. Read through the whole story, helping the children get the new words as quickly as possible. Do not drill upon new words during this first reading.

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture and the title. What flowers are visible? Whose rock garden is it? What will Dick and Peggy do in it? Read to find out.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 211. 1. Why Dick and Peggy were excited. (*vacation, afternoon*) 2. How long the vacation was to last. (*week*) 3. What Mother thought about it. (*such*) 4. Where Mother and the children talked about going.

Page 212. 1. What Daddy thought about the trip. 2. When they decided they should go. 3. How they got ready.

Practice, pages 211-212.

Pages 211-212. New Words: vacation afternoon week such

Find in the book and tell in answer to thought questions:

- | | |
|---------------------------------|-------------------------|
| 1. We have a vacation | 4. all next week |
| 2. one afternoon | 5. such a long vacation |
| (<i>Note after and noon.</i>) | 6. quickly |
| 3. spring vacation | 7. big enough to go |

Other Practice

Note *tion* in *vacation* and *station*. Note *ly* in *quickly*.
Add *ly* to form other words:

careful	fine	kind	strong	sweet
wonderful	fair	safe	deep	slow

Rereading for a Specific Purpose

Find these pictures in the story.

1. Dick and Peggy running in from school.
2. Planning a trip on the bus.
3. Asking Daddy about it.
4. Making candy for Grandmother.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 82.

Blackboard Exercises. Children write after each sentence, the name of the person who said it.

WHO SAID IT?

1. We have a vacation.
2. You have a much better time at school.
3. Let's go somewhere.
4. Let's go to Grandmother's.
5. Daddy can't go now.
6. We are big enough to go alone.
7. We'll ask Daddy.

B. RELATED CLASSROOM ACTIVITIES

Would you like to take a trip on a bus; on a train; in a car? Make a picture to tell the way you would like to travel best.

GRANDMOTHER'S ROCK GARDEN, pp. 213-215

(PART TWO, PAGES 119-121)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

As a brief approach to the story, talk about the picture. What kind of garden is it? How is a rock garden different from any other kind of garden? What Grandmother's garden was like. Children read to find out.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

- Page 213.** 1. What Dick and Peggy wanted to see first.
2. What the children thought about the rock garden.

Page 214. 1. Where Peggy was. (*lily-pool*) 2. What Dick saw. 3. Why he came down from the tree house. 4. Why he couldn't begin to work yet. (*Mr. Bullfrog*) 5. Where he found Peggy. (*already*) 6. Where Peggy had found Mr. Bullfrog. (*lily-pad*) 7. What Peggy was doing. (*goldfish*)

Page 215. 1. How Mr. Bullfrog got away. 2. Why he jumped. (*Umph!*) 3. How he came to be a pet. (*grew*)

Children talk about the picture and compare their own experiences.

Practice, pages 213-215.

Pages 213-215. New Words: lily-pool lily-pad (Mr. Bullfrog) goldfish already Umph grew

Children: find in the book in answer to thought questions:

- | | |
|-------------------------|---------------------------|
| 1. wanted to see | 6. by the big lily-pad |
| 2. the loveliest place | 7. will nibble at a stick |
| 3. near the lily-pool | 8. trying to catch him |
| 4. climbed down quickly | 9. Umph! said Dick |
| 5. help haul dirt | 10. how he grew up |

Other Practice

Note *spr* in *springtime*. Compare with similar words, page 202.

Compare *ir* and *ur* in *dirt, turtle*.

Find little words in big words:

springtime	Grandfather	anywhere
Grandmother	bullfrog	lily-pad
lily-pool	goldfish	doesn't

Rereading for a Specific Purpose

This story tells about the garden and what the children wanted to see first. Read the story again to decide what other things you would like to have in the garden.

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercises 83-84.

Blackboard Exercise. To make children conscious of time and place, and thus promote the ability to visualize situations more clearly.

Write the following phrases, or similar ones, on the board. Children write in one list all of the phrases that tell *when*. In another list, all that tell *where*.

WHERE**WHEN**

in the rock garden	near the lily-pool	soon
from the big rock	in the nest	in a minute
in the world	from the tree house	from his baby days
in the tree house	out of sight	
on her nest		

B. RELATED CLASSROOM ACTIVITIES

1. Begin making a rock garden in the school yard if such a place is available. If not, a miniature garden may be made in a tin pan in the classroom. A shallow bowl may serve as a pool.

2. Find something outdoors to watch. It may be a bird, a butterfly, a bee, a spider. Try to find out something about it to tell the class. Perhaps you can draw a picture of the thing you choose to watch, or you may be able to bring it to school.

MR. BULLFROG, pages 216-217

(PART TWO, PAGES 122-123)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

Discuss the picture. What might be in the fish bowl? It's a *mass* of something with black dots in it. Some children may guess correctly. Establish meaning of *mass of green jelly*.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 216. 1. Where the mother frog laid her eggs. (*laid*)
2. What the eggs looked like. (*dots*) 3. What they were in. (*mass, jelly*)
4. Who found the eggs. 5. Where Grandmother put the green jelly and pond water. (*bowl*) 6. Where she put the bowl. 7. What happened soon. (*hatch*)

Page 217. 1. What the black things were. (*tadpoles*) 2. How many were left in the bowl. 3. Why he was put in the pool. 4. What it grows in the front and in the back. (*legs*)
5. What happens to the tail. (*shorter*) 6. Where it can live.

Practice, pages 216-217.

Pages 216-217. New Words: bowl dots frog hatch jelly laid
mass legs shorter tadpoles

- | | |
|------------------------|------------------------|
| 1. a mother frog | 5. in a glass bowl |
| 2. laid her eggs | 6. began to hatch |
| 3. tiny black dots | 7. two black legs |
| 4. mass of green jelly | 8. shorter and shorter |

Other Practice

Note *ell* in *jelly* and *tell*; *ow* in *bowl*, *grows*; *ai* in *laid*.
Find words, in the story, that have a silent letter.

Rereading for a Specific Purpose

If you should wish to watch a bullfrog grow up, there are three things you must do. What are they?

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 85.

Blackboard Exercises. Classify phrases of time, and place under the headings: *Where* and *When*.

out in a pond	in the bowl	after a while
in a window	on the floor	at last
in a glass bowl	to the lily-pool	
in a mass of green jelly		

B. RELATED CLASSROOM ACTIVITIES

1. Continue work on the rock garden.
2. Try to find some frog's eggs or tadpoles to watch. Keep a record of how long it takes a tadpole to get all of his legs and have his tail disappear.
3. Look in the library for something else to read.

CROAK, SAID THE TOAD, page 218

(PART TWO, PAGE 124)

Children find the toad in the picture. Compare the toad and the frog as to appearance. Bring out in discussion, facts such as: frogs live in water; toads live on land; frogs have webbed feet; frogs and toads like the same kinds of food; toads are very useful to the farmer.

The teacher may say, "A toad and a frog are talking in this poem. See if you can tell what they are talking about." The teacher should read the poem aloud.

1. What were the frogs talking about? 2. What did they both want to eat? 3. Why do you think the farmer should be glad to have frogs and toads in his field?

Children may read the poem aloud.

OFF TO THE WOODS, page 219

(PART TWO, PAGE 125)

Note: The three stories and poem on pages 219–227 represent a continuous episode. Rereading for a specific purpose and the related activities are listed therefore at the end of this section.

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

As a brief approach to the story, talk about the woods in springtime; how they look; what can be found there then.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 219. 1. Who were going to the woods and why they were going. (*wild*) To whose woods they were going. 2. What the boys were to bring with them. 3. How the children showed they were happy. 4. Why Grandmother said they were going today. 5. What Cora brought out. (*basket*) 6. How to get wild flowers for a garden. (*plentiful, rob*)

What care should you take in picking wild flowers? Are there laws to protect wild flowers in your region?

WILD FLOWERS, pages 220-221

(PART TWO, PAGES 126-127)

Discuss the pictures and review briefly the wild flowers on the orientation card, then read to find out which flowers Peggy and Dick found.

Page 220. 1. What Dick said was fun. 2. Flowers Peggy found. (*clump*) 3. How Grandmother found out what kind of flower it was. (*stems, juice*) 4. What she called the flower. (*bloodroot*) 5. How the Indians used the juice.

Discuss the picture.

Page 221. 1. How Grandmother's mother used the juice. (*lumps*) 2. A queer flower Dick found and what he wanted Grandmother to do. (*Jack-in-the-pulpit*) 3. Something else about Jack-in-the-pulpit.

Practice, pages 219-221.

Page 219. New Words: basket rob plentiful

Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------|-------------------------------|
| 1. hunt wild flowers | 4. be careful to dig |
| 2. with a big basket | 5. flowers that are plentiful |
| 3. this is your lunch | 6. rob our woods |

Page 220. New Words: clump stems bloodroot juice

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------------------|------------------------------|
| 1. fun to go wild flower hunting | 4. that is bloodroot |
| 2. a clump of pretty white flowers | 5. used the bright juice |
| 3. broke one of the stems | 6. make their pretty baskets |

Page 221. *New Words:* lumps taste (Jack-in-the-pulpit)

Children find in the book in answer to thought questions:

- | | |
|------------------------|-------------------------------|
| 1. on lumps of sugar | 5. a queer looking flower |
| 2. When they had colds | 6. a Jack-in-the-pulpit |
| 3. let us taste it | 7. a good poem about him |
| 4. in the lunch basket | 8. ask Grandfather to read it |

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 86–87.

Blackboard Exercises: To teach children to weigh facts and draw conclusions. Write *Yes* or *No*

- | | |
|---|-----|
| 1. Grandmother went to her own woods to get flowers.. | Yes |
| 2. Grandmother was a very careful person..... | Yes |
| 3. Cora went to the woods too..... | No |
| 4. They were going to spend the day..... | Yes |
| 5. The children liked to go wildflower hunting..... | Yes |
| 6. All flowers have red juice..... | No |
| 7. Some flowers are useful as well as pretty..... | Yes |
| 8. Grandfather was very tired..... | No |

JACK-IN-THE-PULPIT, pages 222–223

(PART TWO, PAGES 128–129)

The teacher may say, “Let’s see if Jack is a preacher. Listen while I read the poem. Who do you suppose would come to hear Jack preach” ?

The teacher reads the poem aloud.

1. Who came to hear Jack preach? 2. Who could not hear him say anything at all? 3. Who do you suppose could understand what Jack said? 4. What might Jack have done to keep the children from understanding him? 5. What do you imagine a Jack-in-the-pulpit would say to the creatures?

Children may read it if they wish.

PEGGY'S COCOON, pages 224-226

(PART TWO, PAGES 130-132)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

Discuss butterflies and moths in the pictures. The ones shown on pages 224 and 225 are (left to right), tiger butterfly, common sulphur, monarch, clear wing moth (wings transparent), salt march moth, Isabella tiger moth.

If no one in the group has seen a cocoon and cannot tell about it, suggest that the story may tell. Children read to find out.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 224. 1. What the children begged to do. 2. Why Grandmother thought they should go. 3. Why Peggy stopped.

Page 225. 1. What Peggy had found and what Grandfather told her about cocoons. (*moths*) 2. About the eggs.

Page 226. 1. What came out of the egg. (*caterpillar*) 2. What the caterpillar did. (*shed*) 3. A surprising thing that Grandfather said would happen. 4. What Peggy wanted to do. How to take care of a cocoon. (*jar, creature*)

Practice, pages 224-226.

Page 224. New Words: cocoon skipping

Children find in the book in answer to thought questions:

- | | |
|-------------------------|-----------------------|
| 1. Peggy's cocoon | 4. plant our flowers |
| 2. They begged to stay | 5. Peggy was skipping |
| 3. Grandmother promised | 6. the trail in front |

Page 225. *New Words:* caterpillar moths

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------|---------------------------|
| 1. I have found something | 4. eggs hatched |
| 2. that's a cocoon, Peggy | 5. into tiny caterpillars |
| 3. there was a tiny egg | 6. eat the green leaves |

Page 226. *New Words:* shed jar creature spin

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------|-----------------------------|
| 1. the caterpillar ate | 6. cocoon will burst open |
| 2. grew and grew | 7. a moth with lovely wings |
| 3. it was full grown | 8. watch for the moth |
| 4. was full grown | 9. put it in a glass jar |
| 5. fastened itself | |

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 88.

Blackboard Exercises: To call attention to descriptive words.

Each sentence contains some words that tell something about other words. Children list the descriptive words.

1. There were red, yellow and white flowers.
2. Grandmother said, "We will get them from our woods."
3. Peanut was a strong goat.
4. Peggy was a happy little girl.
5. Grandfather was an old man.
6. A cocoon is a little shiny house.
7. This is a lovely story.
8. The moth laid a tiny egg.
9. Peggy watched for the beautiful moth.

PLANTING THE WILD FLOWERS, page 227

(PART TWO, PAGE 133)

B. READING THE WHOLE STORY

Read to find out how Dick and Peggy planted the wild flowers. What flowers did the children plant?

Page 227. 1. How the children planted the flowers. (*dug holes, water, packed dirt*) 2. What Grandmother said about her helpers.

Practice, page 227.

Page 227. Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------|-----------------------------|
| 1. in the garden again | 4. poured the water |
| 2. pretty wild flowers | 5. packed the dirt around |
| 3. on their hands and knees | 6. such good helpers before |

Other Practice

Note the ending *ful* in *careful, plentiful, wonderful*; *um* in *clump, lump*; *un* in *hunt, hunting, lunch*. Compare *ur* and *ir* in *burst, dirt*.

Rereading for a Specific Purpose

The four stories beginning with "Off to the Woods" on page 219 and ending with "Planting the Wild Flowers" on page 227, represent one continuous episode. The entire group may be reread to enumerate all the events that happened on the trip to the woods.

Individual and Group Activities**A. SILENT READING SEATWORK**

Reading and Doing. Use Exercise 89.

Blackboard Exercises. Attention to details.

Write on the board in mixed order, phrases that apply to the story together with phrases that do not apply. Children choose the phrases that apply to the story.

PHRASES THAT APPLY

1. to hunt for wild flowers
2. with a big basket
3. to rob the woods
4. to paint their bodies
5. to make their pretty baskets
6. to look for more flowers
7. into a caterpillar
8. in the jar
9. in the garden again
10. on their hands and knees

PHRASES THAT DO NOT APPLY

1. to have a vacation
2. at school playing
3. to go alone on the bus
4. for Dick and Peggy to wait
5. to the fire last night
6. to the engine house
7. to climb ladders
8. to go for the milk
9. with a queer whistle
10. to take the top off

B. RELATED CLASSROOM ACTIVITIES

1. Continue work on the garden.

THE DANDELION, page 228

(PART TWO, PAGE 134)

“Who has seen a dandelion?” the teacher may ask. “Did it look like the picture? Do you know something queer about the dandelion? Listen to the poem. See if you can find out.”

The teacher reads the poem aloud, explaining certain words by substituting more common synonyms.

1. What became of the dandelion's hair?
2. Find, in the picture, what the poem calls hair.
3. When did the dandelion's hair blow away?
4. Try to find a dandelion.
5. See if you can blow the hair away.

Children read the poem aloud as often as they wish.

FEEDING THE BIRDS, pages 229-232

(PART TWO, PAGES 135-138)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

Discuss the picture. When do we need to feed the birds? Why? Why do you suppose the birds on the window sill came there?

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 229. 1. What the story is about. (*feeding*) 2. A call Grandmother heard. 3. What she said it meant. 4. What she went to do.

Do you think Grandmother had fed Chickadee before?

Page 230. 1. What Grandmother brought for Chickadee's breakfast. (*chopped, carrots, crumbs*) 2. Where she put the food. (*wide*) 3. Where Dick and Peggy waited. 4. What happened. (*plop*) How Grandmother fed Chickadee.

Page 231. Discuss the picture. 1. How you could get a bird to eat out of your hand. 2. A surprising thing that Chickadee did. 3. What Peggy wanted to do. 4. Why Peggy could not hold Chickadee. 5. Another kind of bird that came. (*nuthatch*)

Page 232. 1. What the children thought of Mr. and Mrs. Nuthatch. 2. How Grandmother explained about Mr. Nuthatch. 3. How the birds behaved on the shelf. (*fluttered, quarreled*) 4. Something else to do.

Discuss the picture. Why would it be fun to feed the birds? What might we find out about them?

Practice, pages 229-232.

Page 229. *New Word:* feeding

Children find in the book and tell in answer to thought questions:

- | | |
|-------------------------------|----------------------------------|
| 1. feeding the birds | 3. Hear Chickadee calling |
| 2. "Listen," said Grandmother | 4. Sit very still while I get it |

Page 230. *New Words:* chopped carrots wide plop crumbs

Children find in the book in answer to thought questions:

- | | |
|--------------------------------|-------------------------------|
| 1. with chopped carrots | 4. and plop! he landed |
| 2. crumbs, and sunflower seeds | 5. in the middle of the shelf |
| 3. on a wide shelf | 6. pushed the window up |

Page 231. *New Word:* nuthatch

Children find in the book in answer to thought questions:

- | | |
|-----------------------------|--------------------------|
| 1. up hopped chickadee | 3. make friends with him |
| 2. picked up a piece of nut | 4. Mr. and Mrs. Nuthatch |

Page 232. *New Words:* fluttered quarreled

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------|-----------------------------|
| 1. What queer tails | 4. Mr. Nuthatch likes |
| 2. gobble the seeds | 5. they fluttered about |
| 3. hanging by one foot | 6. quarreled over the seeds |

Other Practice

Note the endings *ble*, *dle* in *gobble*, *middle*; *um* in *crumbs*; *ill* in *still*; *ick* in *chickadee*, *picked*.

Rereading for a Specific Purpose

Children may be asked to read this story again, paying particular attention to facts the story gives about birds.

1. Birds come back to the same place again and again for food.
2. Birds like certain kinds of food. 3. Convenient places may be provided where birds soon learn to come for food. 4. Some birds do not fly away for winter. 5. Birds become very tame when fed regularly. 6. Birds are very fond of nuts and will take bigger risks to get them. 7. It is possible to make friends with birds. 8. Some birds are unusual in appearance. 9. Some birds have unusual habits.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 90.

Blackboard Exercise. Choosing the Right Word.

1. Chickadee would for his breakfast.
fall call tall ball
2. Grandmother put outside on a wide shelf.
good wood food book
3. Chickadee when Grandmother called.
same name game came
4. Chickadee with us all winter.
plays ways stays says

B. RELATED CLASSROOM ACTIVITIES

Try to make friends with birds. Find out the kinds of food they like best. Put food in the same place every day and see what happens.

THE SPRING OF THE YEAR, page 233

(PART TWO, PAGE 139)

Talk about the spring of the year; the kind of weather; what people are doing then; what birds are doing; how everything looks; why everyone seems to be happy.

“Let’s see what the poem tells about spring,” the

teacher may say. The children listen while the teacher reads the poem aloud.

TEACHER: 1. Did you see any pictures? 2. What were they? Listen again. 3. See if you can tell why all of these things are happening. 4. Who would like to read the poem aloud? 5. Is the picture in the book a good one for the poem? Why?

BABY ROBINS, pages 234-237

(PART TWO, PAGES 140-143)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture. Where are the children? What is the mother bird doing?

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 234. 1. Where Dick was going. 2. What he found. 3. What he called to Peggy and Grandmother.

Page 235. 1. Something Grandmother told the children to look for. 2. How the mother bird fed her babies. 3. How the father bird helped. 4. Something that puzzled Dick.

Page 236. 1. Why Dick and Peggy came down from the tree house. 2. Peggy's question. How the children helped. (*weeds*) 3. How Mr. Robin answered Peggy's question himself. 4. How Peggy helped the robin.

Page 237. 1. Why Peggy laughed. 2. The kind of little bird Mr. Robin is. (*wise*) 3. What Dick and Peggy planned to do.

Who will read the poem "The Robin" out loud? How is the poem like the story?

Practice, pages 234-237.

Pages 234-237. New Words: weeds wise louder

Children find in the book in answer to thought questions:

- | | |
|-----------------------------|-------------------------|
| 1. look at the robin's nest | 3. can't climb up there |
| 2. down to the rock garden | 4. a long worm |
| 5. hungry mouths opened | 9. pulled up weeds |
| 6. birds begged louder | 10. worm wiggled out |
| 7. to feed their babies | 11. a wise little bird |
| 8. find so many worms | 12. he was watching |

Other Practice

Note the ending *ies* in *babies*, *birdies*; *ee* in *feed*, *weeds*. Find words with double consonant beginnings: *cl*, *gr*, *br*, *str*, *cr*, *dr*, *wh*, *fl*, *pl*.

Rereading for a Specific Purpose

Read the story again, silently, to prepare to read aloud to another grade. Think how each one in the story talked. Watch the punctuation, and read in thought units.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercise 91.

Blackboard Exercise. To check the retention of facts.

CHOOSE THE RIGHT WORD

- Robins their nests in trees.
put stand make hang
- You must be very if you wish to watch birds.
queer quiet happy
- There were baby birds in the nest.
fine four five

4. Father bird mother bird feed the babies.
lets stops helps
5. Little birds like to eat.
wool wood worms
6. A baby bird can take a long worm in its
nose feet mouth
7. Birds have very eyes.
black good bright

B. RELATED CLASSROOM ACTIVITIES

Watch the birds to learn: how they build their nests; what kind of eggs certain birds lay; how they take care of their babies. Read other stories about the birds.

PEGGY LEARNS ABOUT ANTS, pages 238-242

(PART TWO, PAGES 144-148)

Introductory Reading of the Whole Story

A. ORIENTATION TO THE STORY

Discuss the picture and the title. What is a good way to study ants? Who can read the title of the story? What is an adventure?

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others, as needed, to direct the first reading of the story.

Page 238. 1. When and where the adventure took place. (*cellar*) 2. What the adventure was with. (*ants*) 3. Who Peggy ran to get and why.

Page 239. 1. Why Peggy wanted Grandfather to come. 2. Something Grandfather needed. 3. How they studied the ants. 4. What Grandfather decided they were carrying.

Page 240. 1. How Grandfather explained about the cows. (*lice, rose, suck*) 2. How Grandfather and Peggy followed the ants. 3. How ants live. (*thousands*) 4. Grandfather's plan.

Page 241. 1. What happened at the ants' hole. 2. What Grandfather did with the ants they caught.

Page 242. 1. How Grandfather and Peggy took care of the ants. (*dead*) 2. What the ants were doing in the jar. 3. What Grandfather told Peggy she could do in a week. (*peep*)

Discuss the picture. Have you ever looked into an ant's home? What does it look like inside?

Practice, pages 238-242.

Page 238. *New Words:* ants cellar crawled

Children find in the book and tell in answer to thought questions:

- | | |
|------------------------|---------------------------|
| 1. by the cellar door | 3. Peggy said to herself |
| 2. crawled a long line | 4. never saw so many ants |

Page 239. Children find in the book and tell in answer to thought questions:

- | | |
|-----------------------------|--------------------------|
| 1. the line of ants | 5. get the reading glass |
| 2. on her hands and knees | 6. over the line of ants |
| 3. very busy creatures | 7. the ants' cows |
| 4. something on their backs | |

Page 240. *New Words:* lice rose suck thousands bushes

Children find in the book and tell in answer to thought questions:

- | | |
|-------------------------|---------------------------|
| 1. little green lice | 6. the line of ants |
| 2. on her rose bushes | 7. thousands of them |
| 3. suck sweet juice | 8. find out more about |
| 4. found the ants' hole | 9. visited the ants' home |
| 5. no end to | again |

Page 241. Children find in the book and tell in answer to thought questions: (new word, *tied*)

- | | |
|--------------------------|-----------------------------|
| 1. carried a glass jar | 5. Peggy had enough |
| 2. dirt from the garden | 6. he tied a piece of paper |
| 3. pushed the spade deep | 7. made tiny pin holes |
| 4. as she caught them | 8. paper around the jar |

Page 242. *New Word:* peep

Children find in the book and tell in answer to thought questions:

- | | |
|-------------------------|------------------------|
| 1. sugar into the jar | 4. to build a new home |
| 2. piece of cooked meat | 5. you may peep behind |
| 3. or a dead fly | 6. looks like inside |

Other Practice

Compare *oo*'s in *afternoon* with *look*, *cooked*.

Note the *ee* in *see*, *knees*, *green*, *sweet*, *deep*, *peep*, *week*; the ending *ies* in *bodies*. Find words with silent letters.

Rereading for a Specific Purpose

The children may be asked to read this story again to select the best word pictures. They may choose appropriate names for their word pictures and read the parts selected out loud to the class.

1. Peggy held the big glass over the line of ants.
2. How Peggy worked to catch the ants.
3. Every day Grandfather and Peggy dropped a little sugar into the jar.

Individual and Group Activities

A. SILENT READING SEATWORK

Reading and Doing. Use Exercises 92-93.

B. RELATED CLASSROOM ACTIVITIES

Find an ant hill. Watch the ants work. Count the ants that go into a hole in one minute. Put some ants into a glass or dirt and watch them as Peggy did.

A SECRET, pages 243-246

(PART TWO, PAGES 149-152)

Introductory Reading of the Whole Story**A. ORIENTATION TO THE STORY**

Discuss the title. What could the secret be about? Who has the secret? Children read to find out.

B. READING THE WHOLE STORY

Note: Compose thought questions to include the points listed below and others as needed, to direct the first reading of the story.

Page 243. 1. Who will be surprised. 2. Who knows the secret. 3. Dick's question. 4. How Uncle Sam answered Dick. (*wren's*) 5. A color Dick wanted. 6. How Dick learned to mix paints.

Page 244. 1. How to keep paint from being too bright. 2. Something Dick did carefully. (*dipped*) 3. How the house was made. 4. Another bird that may like the house. 5. Another kind of house.

Page 245. 1. Another question Dick asked. 2. How Uncle Sam answered Dick. 3. Something funny. 4. What they did with Mrs. Wren's can.

Page 246. 1. How the houses looked when they were finished. 2. How Dick felt about the secret. 3. Why Dick ran to find Grandmother.

Practice, pages 243-246.**Page 243. *New Word:* wren's**

Children find in the book in answer to thought questions:

- | | |
|--------------------------|--------------------------|
| 1. not even Peggy knows | 5. there isn't any green |
| 2. that's a wren's house | 6. pouring in a little |
| 3. can or a cracked jar | 7. mix that and see |
| 4. bird friends best | 8. it's turning green |

Page 244. *New Word:* dipped

Children find in the book in answer to thought questions:

- | | |
|---------------------------|------------------------|
| 1. being too bright | 5. tiny hole high up |
| 2. dipped the brush into | 6. perch was fastened |
| 3. paint very lightly | 7. chickadee may like |
| 4. paint the wren's house | 8. to make more houses |

Page 245. *New Word:* against

Children find in the book and tell in answer to thought questions:

- | | |
|-------------------------|----------------------------|
| 1. picking up one of | 5. dropped the can |
| 2. wrens and chickadees | 6. dashed against the |
| 3. put a roof on | 7. into the green paint |
| 4. from a high shelf | 8. through a broken window |

Page 246.

Children find in the book and tell in answer to thought questions:

- | | |
|---------------------------|------------------------------|
| 1. Dick worked and worked | 3. to find Grandmother |
| 2. houses were all ready | 4. could not keep the secret |

Other Practice

Note the contractions, *won't*, *that's*, *doesn't*, *isn't*, *it's*, *we'll*, *there's*, and the possessive form, *wren's*, *Grandmother's*.

Rereading for a Specific Purpose

Children may be asked to read the story again to note certain things Dick learned from his experience with bird houses.

Individual and Group Activities**A. SILENT READING SEAT WORK**

Reading and Doing. Use Exercises 94-95

B. RELATED CLASSROOM ACTIVITIES

Make a bird house to put up in your yard. What kind of house would you like to make? What will you need for it? How will you make it?

A GLAD GOOD-BY, pages 247-248

(PART TWO, PAGE 153)

Read through the story to find out why it was "a glad good-by."

What story in the book do you like best? Read it again to read to someone else.

Exercise 96 of *Reading and Doing* follows this story.

A SUGGESTED LIST OF BOOKS FOR THE LIBRARY TABLE

Hunting. (Nature and Science Readers, Book One.) Patch, Edith, and Howe, Harrison E. The Macmillan Company.

Nature Activity Readers. Edwards, P. G., and Sherman, J. W. Little, Brown and Company.

Nature Stories for Children. (Books I and II.) Albright, N. B., and Hall, J. Mentzer, Bush and Company.

We Look About Us. (Pathways in Science, Book I.) Craig, G. S., and Burke, A. Ginn and Company.

PHONICS

SUMMARY OF FIRST YEAR PHONETICS

Initial Consonants, single letters: b; c; d; f; g; h; j; k; l; m; n; p; q; r; s; t; v; w; y.

Initial Consonants, double letters: br; ck; cl; gr; sh; spr; str; pl; wh.

Consonant: x as in next.

Long vowels: a, e, i, o. Short vowels: a, e, i, o, u, y.

Combinations of vowels: ay, ee, oo as in room, oy.

Phonograms: an, at, aw, ight, op, ou as in out, ow as in how, ump as in pump, up.

Endings: For example *es* in pushes; *ed* in wanted; *f* in roof; *ing* in coming; *l* in well; *m* in them; *n* in can; *p* in up; *er* in her; *s* in us; *s* in smells; *sh* in brush; *t* in went; *th* in with.

Silent letters: Attention is given to noting silent letters in words.

Small words in larger words: Attention is given to finding only those smaller words in larger words that have the same pronunciation as the larger word, as for example: *he* in *here* and not *her*, and *cat*, *at* in *cattle*.

PHONETIC ELEMENTS IN SECOND-GRADE WORDS

The most common phonetic words of the first- and second-year vocabulary are listed below according to their phonetic elements. The first-year words are listed alpha-

betically and centered at the top of each list. The second-year words are listed in the order in which they are introduced, the number indicating the page where the word first occurs in the reader.

Phonetic words not included in this list are those which have a common phonetic element occurring in only one to three words, for example: *am* in *Sam*, *family*, and *stamp*.

ack back black Jack — packed, 46 sacks, 77 crackers, 97 rack, 118 cracked, 150 track, 150 package, 203	straight, 66 dairy, 114 hair, 142 fair, 144 laid, 216 all all ball called walls — smaller, 24 hall, 98 tall, 167 fall, 191 an and can candy hand man ran stand — animals, 10 pan, 16 answered, 29 landing, 33 land, 37 than, 50 an, 70 janitor, 203	ang bang sang — hang, 159 clang, 202 rang, 205 ar are barn car part party yard — start, 15 barked, 33 far, 34 target, 65 spark, 82 card- board, 103 marked, 108 warm, 125 cart, 136 smart, 141 stars, 152 arms, 170 alarm, 179 park, 180 department, 203 jar, 226	at at cat catch cattle Patsy rattle — sat, 11 fat, 24 attic, 63 bat, 84 patted, 197 ay away day may play say stay way — lay, 18 always, 45 pay, 49 clay, 89 trays, 104 hay, 115 bl black bluebird — blanket, 22	blaze, 180 bloodroot, 220 blew, 228 br bring brought brown brush — brightly, 82 brothers, 132 brave, 153 broke, 180 ch chairs chicken children — chief, 67 churn, 118 cheese, 119 chickadee, 172 child, 173 chopped, 230 cl clapped clean climbed — clippety-clap, 57 clay, 89 clock, 97
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Hahn, Julia Letheld, 1891

The child development readers.

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